

# Hollywood, The Coppice Primary School

## Inspection report

---

<b>Unique Reference Number</b>	116777
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	312399
<b>Inspection date</b>	21 May 2008
<b>Reporting inspector</b>	Ken Buxton HMI

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

---

<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 on roll</b>	
School	449
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Bullivant
<b>Headteacher</b>	Bill Heptinstall
<b>Date of previous school inspection</b>	23 February 2004
<b>School address</b>	Shawhurst Lane Hollywood Birmingham B47 5JN
<b>Telephone number</b>	01564 826709
<b>Fax number</b>	01564 829597

---

<b>Age group</b>	3–11
<b>Inspection date</b>	21 May 2008
<b>Inspection number</b>	312399

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

The inspection evaluated the overall effectiveness of the school and investigated the following issues: pupils' standards and achievement; the school's assessment and monitoring arrangements used to track pupils' progress; and the rigour with which the school evaluates the impact of its improvement strategies. Evidence was gathered from observations of lessons and school life, scrutiny of pupils' work, analysis of pupils' performance data, interviews with pupils, scrutiny of parental questionnaires, and discussions with pupils, parents, staff and governors.

Other aspects of the school's work were not investigated in detail but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in the report.

## Description of the school

This is a larger than average sized school serving the local communities of Hollywood and Wythall, just to the south west of Solihull. It shares a campus with the adjoining Woodrush Community Technical College. The proportion of pupils entitled to free school meals is much lower than in most schools. Almost all pupils are from White British backgrounds and all have English as their first language. The proportion of pupils with learning difficulties and/or disabilities is below average. The school has achieved numerous awards including the full Healthy Schools status, the Artsmark Gold award, the NaaceMark award, which recognises its success in developing and implementing a strategic approach to information and communication technology (ICT), the Sportsmark Gold award, the Basic Skills Quality Mark and the Bronze award for Eco-schools.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The school's leadership team, supported by pupils and parents, considers the school to be good overall, and the inspection findings concur with their judgement. The overwhelming majority of parents hold the school in high regard as they recognise and value the good quality of education their children experience. Many parents wrote at considerable length to support their school, with typical comments including, 'The Coppice is an excellent school with a happy, caring ethos' and 'We are so lucky to have such a wonderful school in our area'. Pupils' pride in their school is very evident; they particularly enjoy the exciting curriculum and the way in which their teachers are increasingly 'putting the fun into learning'. For example, the recent languages weeks involved pupils in mixed-age classes learning about other European countries and their cultures. Many of the staff entered into the event wholeheartedly through role play and by making very good use of puppets, which successfully captured pupils' interest and curiosity. Many of the activities involved pupils in applying learning from one subject area to another, which helped them to appreciate the relevance of learning new knowledge and skills and applying them in a practical context. For instance, several lessons involved pupils preparing food associated with the different countries; this provided them with very good practical experience of weighing and measuring ingredients and observing irreversible changes brought about by the cooking process. This approach ensures that there is a strong and appropriate focus on developing pupils' literacy, numeracy and scientific skills in a practical and interesting context.

The quality of teaching across the school is good with some very good features evident. The staff work together very well and there is a strong sense of teamwork that impacts successfully on pupils' progress. Lesson planning is detailed with clear objectives identifying what pupils will learn. Teachers' relationships with pupils are very positive and they act as good role models. They make good use of information and communication technology to focus pupils' attention. For example, in one lesson, the use of a visualiser, which acts as a microscope linked to a digital projector, was a very effective method of displaying work to the class and capturing pupils' imagination. Teaching assistants add significantly to the quality of lessons; they complement the teachers' work well, often supporting groups of pupils to access the planned learning. The whole-school focus on improving the use of assessment to improve pupils' rate of learning is appropriate, but it has not been sufficiently refined to maximise its potential.

The school's focus on raising standards has ensured that, overall, achievement is good and standards are above average. Pupils are well prepared for the next stage of their education. Over recent years, the trend has been for children to enter the Reception Year with a level of skills that is broadly expected of this age group, although their language skills are often not so well developed. They make good progress during the Foundation Stage and the vast majority are prepared well for the start of Year 1 having met or exceeded the early learning goals. This good progress continues throughout Key Stage 1 so that by the end of Year 2, pupils are consistently achieving standards above the national averages in reading, writing and mathematics. Pupils do well in Key Stage 2, building on their earlier achievements to meet their targets and attain standards in mathematics and science that are above those achieved nationally. Although pupils' overall standards in English are above average, the yearly results do fluctuate. This is because pupils' writing standards are inconsistent and they do not match their reading standards, which are high. The school recognises this variation and is already working hard to ensure that pupils' writing skills improve. Most pupils with learning difficulties and/or disabilities

make good progress and achieve standards above those of similar pupils nationally but a small minority of last year's Year 6 did not, partly because of poor attendance.

The staff give pupils' care, guidance and support a very high priority. They know their pupils well and ensure that all appropriate safeguarding requirements are fully met. Simple but effective systems ensure that concerns or special arrangements for individual pupils are communicated effectively to all staff. Health and safety procedures are very good. There are regular fire drills and excellent first aid arrangements. Pupils are confident that they have plenty of adults to talk to if they have any problems or concerns. They are increasingly aware of how well they are achieving and how they can improve their work. The developing use of self-assessment across the school is helping pupils focus increasingly accurately on their next steps in learning. Pupils' personal development and well-being are outstanding as is their spiritual, moral, social and cultural development. This is because the school provides pupils with very good strategies to live and work together successfully. For example, the school council has been proactive in this area in leading the initiative to appoint pupils as 'helping hands' to promote structured play activities. Working at break times, the 'helping hands' lead considerable numbers of pupils in physical activities. This development illustrates clearly that pupils have a very good understanding that, in order to lead a healthy lifestyle, it is important to participate regularly in physical exercise. Pupils also enjoy the excellent range of well-attended clubs, many of which focus on sport. In particular, large numbers of pupils achieve excellence in gymnastics by competing at a national level. Pupils know how to keep themselves safe and enjoy opportunities to take on responsibilities. For example, the 'buddy' arrangement that links Year 6 pupils with Reception pupils works very well to promote the family ethos that exists. As a result, pupils' behaviour is excellent. Pupils participate eagerly in fund raising events for the local community and the school. Attendance, which has improved as a direct result of the school's efforts, is now good.

The recent changes in leadership have been managed very well, ensuring that the school's development continues without interruption. The newly appointed headteacher is passionate in his desire to ensure that all the pupils achieve their full potential. He is supported well by a committed and experienced leadership team; working together, they have successfully developed a very clear view of the school's strengths and the areas to improve. Leadership responsibilities are shared amongst subject leaders. Monitoring activities have developed a good understanding of standards and achievement in their particular subject areas. Their analyses inform the senior leadership's evaluation and so direct the school's drive to raise standards, set out in the school's improvement plan. The impact of this approach has already led to a specific focus on improving writing results across Key Stages 1 and 2. The initial emphasis on teaching phonics in the Reception year has improved literacy standards in the Foundation Stage, demonstrating the leadership's good capacity to improve. However, the measures used to monitor the impact of each action planned do not link explicitly to the school's academic targets.

Governors have a good understanding of their role and discharge their responsibilities to good effect. They make a positive contribution to the school's strategic leadership by holding the leaders to account and ensuring that they are well informed about the school's performance.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The school's induction arrangements, where every family receives a home visit, work well and help children to settle quickly into school. The vast majority of children transfer into the Reception class from the school's on-site nursery, which also helps to smooth the transition

process. The quality of teaching is good as is the curriculum, which helps children to make good progress. The 'Forest School' adds significantly to the curriculum; it provides children with an excellent opportunity to develop independence and self-esteem through learning about nature and the wider world in a safe and exciting outdoor environment. The termly stay and play events, where parents are encouraged to observe their children learning and then meet with staff, help to ensure that they are informed fully of their children's progress.

### **What the school should do to improve further**

- Assess pupils' prior knowledge, skills and understanding more accurately and plan activities that match their individual needs more precisely.
- Evaluate more effectively the impact of the school's actions on pupils' standards and achievement.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

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

### 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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?	1
How well are learners cared for, guided and supported?	1

<sup>1</sup> 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.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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**

Dear Pupils

Inspection of The Coppice Primary School, Hollywood, B47 5JN

Thank you very much for making me so welcome during Languages Week and helping me to find out about life at your school. I really enjoyed speaking with you in lessons, at lunchtime, in the playground and during my meeting with the school council. Many of you told me how much you like your school and I can see why.

These are the main things that I found are best about your school:

- you are very proud of your school
- the curriculum is exciting and teachers make learning fun
- you make good progress
- you behave exceptionally well and have good manners
- you are provided with an excellent range of clubs and achieve excellent gymnastics standards
- you know how to stay safe and lead a healthy life
- the staff take very good care of you and they work very well together to help you learn.

These are the main things that I have asked the school to improve:

- the school should ensure that teachers assess your knowledge, skills and understanding more accurately so that they can plan activities that build on your starting point
- the school should ensure that its leaders check more carefully how well their plans and actions are helping you to achieve high standards.

Thank you once again and please don't forget to do your best at all times.

Ken Buxton Her Majesty's Inspector