

# Coppice Primary School

## Inspection report

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<b>Unique Reference Number</b>	112563
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	357127
<b>Inspection dates</b>	13–14 December 2010
<b>Reporting inspector</b>	Angela Kirk

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

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<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 of pupils on the school roll</b>	250
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lesley Hatton
<b>Headteacher</b>	Jane Bowley (Acting Headteacher)
<b>Date of previous school inspection</b>	26 January 2010
<b>School address</b>	Roper Avenue Heanor DE75 7BZ
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## Introduction

This inspection was carried out by three additional inspectors. Sixteen lessons were observed, taught by eight teachers. Meetings were held with staff, groups of pupils, a representative of the local authority and a member of the governing body. Inspectors observed the school's work, and scrutinised pupils' books, monitoring and assessment information, the minutes of meetings, policies, safeguarding documents, behaviour records and teachers' planning. Inspectors analysed questionnaires from staff and pupils as well as 64 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of safeguarding arrangements.
- How effectively the school deals with behaviour.
- Whether there is improved progress in writing and sufficient opportunities to develop pupils' writing skills in other subjects.
- Why pupils made slower progress and attained less well at the end of Key Stage 2 in the last two years and if the trend is set to continue.
- How effectively the school identifies and supports pupils with special educational needs and/or disabilities.

## Information about the school

When Coppice Primary was inspected in January 2010, it was judged to require significant improvement and given a notice to improve in relation to procedures for implementing government requirements for safeguarding pupils. It is an average sized school drawing its pupils from an urban area. The majority of pupils are White British with very few from minority ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is above average. Most of these pupils have a specific or moderate learning difficulty. The proportion of pupils eligible for free school meals is average. There is a breakfast club managed by the governing body.

Children in the Early Years Foundation Stage start at the school part-time in the Nursery and move to the Reception class. The Nursery class is situated in the Children's Centre which is on the same site as the school and is managed by the local authority. Since January 2010, the deputy headteacher has taken on the role of acting headteacher. A new headteacher has been appointed for May 2011. The school holds the Healthy Schools award and the Foundation International award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Coppice Primary provides a satisfactory education for its pupils. It has made good progress in addressing the areas for development in safeguarding identified by the previous inspection and satisfactory progress in addressing the improvement of writing for the more able pupils. Attainment has been falling over the past two years but the decline is being addressed. The new senior management team has put in place an effective system for improving teaching and evaluating progress from which the school can develop further.

Children make a positive start to their schooling in the Early Years Foundation Stage where teaching and welfare are good, resulting in children's good progress and enjoyment of school. By the time pupils leave the school, their attainment is average. Reading, a strength throughout the school, is above average due to the good teaching of reading skills and the effective monitoring and evaluation of pupils' progress. However, there has been some lower attainment in mathematics and writing in recent years. Overall, pupils make satisfactory progress. The school has used a system of boosting pupils' progress in Year 6 to increase attainment, but leaders now realise that there has been variability of progression in writing and mathematics throughout Key Stages 1 and 2, although this is lessening.

Some teaching is good, but in other lessons where teaching is only satisfactory, teachers do not always cater for the full range of abilities. For example, lessons were observed where more able pupils were either simply given more work of an average level or were expected to achieve a higher standard without additional teaching to support their understanding. Some effective systems are in place to support pupils' understanding of how well they are doing in their work and what they need to do to improve, but there are inconsistencies between subjects and teachers which weakens the impact of these initiatives. Good systems of support, especially for vulnerable pupils, are in place. As a result, pupils feel safe and are well cared for by all staff. All subjects are securely taught in the broad curriculum.

Since the previous inspection, a system of distributed leadership and management has been established and leaders have grown in strength and confidence. The acting headteacher has successfully established a good esprit de corps in the school, where all staff are working towards the same goals. She has also introduced a system for tracking pupils' attainment and progress, which is focusing everyone's attention (including the members of the governing body) on understanding what needs to be improved. However, this system is not yet sophisticated enough to support the leaders in their more detailed evaluations. There is room for even more improvement, as senior leaders' evaluations of

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the school's work show; self evaluation is accurate. The school's capacity to sustain improvement is satisfactory because the impact of strategies to improve the quality of provision has yet to be reflected in the outcomes for pupils.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment and improve the progress of pupils in writing and mathematics by focusing on the progression of key skills that will ensure all pupils reach expected targets at the end of each year.
- Increase the proportion of good or better teaching by:
  - disseminating and embedding best practice
  - ensuring that each pupil has work at the correct level and that the skills for the more able pupils are taught effectively
  - improving the quality and consistency of feedback to pupils so that they know their strengths and the next steps for learning.
- Improve the analysis of assessment and tracking so that managers can use this information to support their monitoring and evaluation.

## Outcomes for individuals and groups of pupils

**3**

Pupils' achievement is satisfactory. Children enter the Nursery with skills that are below those expected overall. Provision in the Early Years Foundation Stage is good, so pupils make rapid strides in their learning.

Assessments in 2010 showed that attainment in reading was better than in writing and mathematics. Inspection evidence indicates that the current Year 6 pupils show a similar pattern. There is some evidence of accelerated progress in writing and mathematics, but it is not yet consistent throughout the school. For example, pupils in a Year 2 mathematics lesson made good progress because the teacher ensured that questions were just at the right level for each pupil. She also engaged pupils effectively by making learning fun through amusing limericks which she had adapted to involve number-solving problems. Pupils in a Year 3 lesson made good progress in writing their story opening because they had the 'criteria for success' to help them structure their writing to contain the key elements required. They also used this list to evaluate their partner's work and write for them an area to improve. The pupils were familiar with using this system and enjoyed discussing their work with their partner. The school teaches reading in a very structured way and all the younger children and those older ones with special educational needs and/or disabilities are taught in a group that exactly meets their level of reading. Teachers and teaching assistants are skilled and confident in leading these sessions and when pupils make good progress they are able to move to a higher group, thus ensuring their continued good achievement in reading. Pupils with special educational needs and/or disabilities make satisfactory progress across the range of subjects; where there is tailored individual support, their progress is often good for short periods.

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Pupils enjoy school and have positive attitudes to learning. They relate well to each other and to staff, and most are responsive in lessons. The behaviour of pupils in lessons is generally good, but at play and when not directly supervised some can be disrespectful and too slow to follow the rules. The school has put a new behaviour system in place which has been effective in eliminating fixed term exclusions, but the school has yet to benefit fully from this work. Observations of pupils at lunchtimes and discussions with pupils and staff shows that many are still not making the best choices for healthy meals, despite much work from the school. Pupils' spiritual development and their awareness of the diversity of cultures in Great Britain remain satisfactory, although the school has extended the opportunities to extend the multicultural experiences in the curriculum through visits and activities. Pupils' attendance is now starting to improve following effective initiatives, such as first day calling to parents or carers for any pupil not in school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Teaching has some strengths. Classroom routines are firmly established and most teachers manage behaviour well, although a few allow the use of rewards to manage good behaviour to interrupt and slow the pace of their teaching. Teachers' questioning is too often insufficiently open-ended to engage pupils in discussions and enable them to develop their skills in speaking and listening. Opportunities are sometimes missed to teach

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the more able pupils the skills that they need to achieve higher standards in their writing and problem-solving or to ensure that work set is challenging pupils at just the right level. Teaching assistants are well briefed and support individuals and groups of pupils well. The curriculum is enriched well by a programme of out-of-school activities and the school has had particular success with its sports teams. Music is also a strength with violin or clarinet tuition provided for two years for all pupils. The school's work within the curriculum on railway, road and swimming safety has ensured that pupils' understanding of safety is promoted well. Opportunities for extended writing across its curriculum have been developed, but this work has yet to have a significant impact on the standards of pupils' writing.

Systems of support for pupils and their families are very good and the school successfully helps parents and carers to access outside help when needed. There are strong elements of pastoral care and additional advice is sought from medical and other educational professionals in order to help write individual programmes, where required. There are improvements in the progress of some pupils, especially among those who would be considered vulnerable, indicating the good care, guidance and support at this school. Identification of pupils with special educational needs and/or disabilities is robust and the support that these pupils receive has been particularly effective in improving their reading skills. The breakfast club provides a good standard of care for pupils, together with a healthy breakfast, a positive social environment and a wide range of games and activities. It meets all statutory requirements.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Leaders have the necessary ambition to drive the school forward. They have started to implement good action plans to address the weaknesses in the school, but these have yet to have a significant impact on the quality of teaching and on pupils' achievement. The governing body is satisfactory in its effectiveness. It has started to undertake the training that will enable it to be more effective in its monitoring and evaluation role with senior leaders and to more effectively hold the school to account for its performance. Safeguarding procedures are robust and the governing body now plays a role in monitoring the effectiveness of these. Parents and carers are happy with the way their children are kept safe at school.

The school engages well with parents and carers. Their feedback indicates that the school has organised enjoyable and informative sessions for parents and carers to work alongside their child, for example on a technology evening and during reading lessons. The school

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has strong links with outside support agencies which help it to support effectively the well-being of pupils, together with their parents and carers. Relationships with a range of local groups have been developed and the school is starting to work more closely with groups on a national and international level. However, some of these aspects have not yet got far beyond the planning stage and, therefore, community cohesion is satisfactory. The school has recently started to evaluate the performance of the groups of pupils that it serves and there is some improvement, for example in the targeted support for pupils with special educational needs and/or disabilities. The school has also ensured that its management of incidents and complaints is effective in reducing incidents of unacceptable behaviour.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Nursery with a range of skills and knowledge, but a greater proportion than is found nationally are below expected levels in their personal and social development, and in their communication and language development. By the end of the Early Years Foundation Stage, children have achieved average levels in all areas because teaching and learning are good. The teaching of letters and sounds is well structured and children are provided with a well-balanced curriculum which stimulates their interests and enables them to become active and curious learners. Routines are well established and children have many opportunities for taking on responsibilities, such as giving out the daily fruit. Planning is good and suitably adapted to suit the abilities of the children. Specific learning is well identified, together with a varied range of activities.

Good safeguarding arrangements ensure that children's welfare needs are fully met. Pastoral care is good and induction arrangements support children and their parents and carers effectively. Leadership and management are good and the leader, who is new to the role, has ensured that systems are evaluated and that all areas of learning are

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monitored. Outcomes are good rather than outstanding because children make better progress in the Nursery than in Reception. Furthermore, opportunities to further develop children's speaking and listening skills have yet to be integrated into the curriculum.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Although most of the responses to inspectors were positive, there were two main concerns from parents and carers. The first of these is a concern about the behaviour of some pupils. The inspection found pupils' behaviour to be satisfactory. The second is a concern about the leadership and management of the school in dealing with some specific incidents between parents and pupils. Inspectors reviewed the records for these incidents and judge that the school has dealt appropriately with the incidents that occurred in school. The school has given appropriate advice to parents and carers on how other organisations could help to resolve other incidents.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Coppice Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 250 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	52	30	47	0	0	1	2
The school keeps my child safe	35	55	25	39	3	5	1	2
My school informs me about my child's progress	20	31	39	61	3	5	1	2
My child is making enough progress at this school	28	44	33	52	3	5	0	0
The teaching is good at this school	28	44	35	55	1	2	0	0
The school helps me to support my child's learning	24	38	38	59	2	3	0	0
The school helps my child to have a healthy lifestyle	28	44	33	52	3	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	39	36	56	2	3	0	0
The school meets my child's particular needs	26	41	32	50	5	8	1	2
The school deals effectively with unacceptable behaviour	22	34	25	39	8	13	4	6
The school takes account of my suggestions and concerns	21	33	35	55	5	8	3	5
The school is led and managed effectively	23	36	29	45	6	9	5	8
Overall, I am happy with my child's experience at this school	32	50	27	42	3	5	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 December 2010

Dear Pupils

**Inspection of Coppice Primary School, Heanor, DE75 7BZ**

Thank you for making us so welcome and answering our questions when we visited you recently. You told us that you feel safe and that all the staff take good care of you. We thought that your behaviour was better in the classrooms than in the playground. We know that the school has given you lots of ideas about how to stay healthy, but many of you are not following this important guidance because you are missing opportunities to choose to have fruit and vegetables at lunchtime.

Coppice is a satisfactory school where you reach average levels of attainment and make satisfactory progress. The youngest children make a good start in the Nursery and you all do particularly well with your reading, which I know you enjoy. Although all the staff work hard, they want to make your school even better. These are the things we have asked them to do to help bring about further improvements.

Improve attainment and the progress you make in writing and mathematics.

Improve teaching so that you have work that is at just the right level and know how to do your work well. We have also asked them to use the same methods when they mark your work, explaining what you have done well and exactly how you need to improve.

Use the information that they collect about how well you are doing in each subject to calculate how well the whole school and different groups of you are doing.

You can help as well by trying extra hard in your writing and mathematics lessons and by all of you behaving really well, especially when you are in the playground or walking around the school.

Yours sincerely

Angela Kirk

Lead Inspector

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