



Coppice Farm Primary School

Inspection Report

Unique Reference Number 122516
LEA NOTTINGHAMSHIRE LEA
Inspection number 281286
Inspection dates 11 January 2006 to 12 January 2006
Reporting inspector Mr. Geof Timms LI

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

Type of school	Primary	School address	Laver Close
School category	Community		NG5 7LS
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01159560990
Number on roll	156	Fax number	01159560990
Appropriate authority	The governing body	Chair of governors	Cllr.G Clarke
Date of previous inspection	15 January 2001	Headteacher	Mrs. Jo Sharpe

Age group 4 to 11	Inspection dates 11 January 2006 - 12 January 2006	Inspection number 281286
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Coppice Farm Primary School serves the district of Arnold in Nottingham. It is smaller than many other primary schools and most children come from broadly typical social and economic backgrounds. A significant number come from out of the immediate catchment area. The proportion eligible for free school meals is below average. Most children are White British, many are from a wide range of minority ethnic backgrounds and a very small number are at an early stage of acquiring English. The proportion of children with learning difficulties is below average overall, but high in Years 5 and 6. Children start school at the beginning of the term in which they are five years of age and attainment on entry is broadly typical for this age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The effectiveness of the school is satisfactory, with good aspects. This supports much of the school's self-evaluation, although it is sometimes overly positive as it is based on earlier and higher test results. The school is improving and staff have a sound awareness of its strengths, weaknesses and what needs to be improved. Significant changes in staffing have caused some disruptions but are now leading to noticeable improvements. The headteacher is providing good, well-focused leadership. Even so, the roles of the subject leaders are under-developed, which is not helping to improve the consistency of teaching and learning. Changes already made by the leadership team, and those made since the last inspection, show that the school has sufficient capacity to improve. The school has consistently attained standards that are above average. In the Foundation Stage, the provision for the children in the Reception class has improved since the last inspection and is now good. Children with English as an additional language make satisfactory progress. However, the progress made by children with learning difficulties is inconsistent because it depends on the level of support they receive, especially when not working directly with an adult. Those who are more able do not always reach their potential, but the school plans to tackle this issue. The school's main strengths include the good behaviour and attitudes of children. The recent introduction of a system for tracking progress has provided staff with a clear picture of how successful their teaching is and of any children who may be underachieving. Aspects of some teachers' work are outstanding, especially their relationships with children and the development of practical and experimental work. The school provides good quality care for children. Given the school's overall performance, it provides satisfactory value for money.

What the school should do to improve further

- Improve the leadership provided by subject leaders. - Provide appropriately challenging work for the more able children and a more consistent level of support for those with learning difficulties.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory by the end of Year 6. Children starting school have a wide range of ability, though attainment on entry is broadly typical for their age. Early assessments show that most have good personal, social and emotional, but a limited knowledge and understanding of the world. The majority make good progress during their time in Reception and they achieve well, with most reaching the expected goals by the end of the year, although the youngest only have one term before starting in Year 1. Achievement is good throughout Years 1 and 2, and standards by the end of Year 2 are above those expected nationally. Children in Years 3 to 6 make broadly satisfactory progress and standards are above average by the time they leave. However, the significant changes in staffing and senior management have

affected children's learning in Years 3 to 6 and resulted in a lack of consistency in the provision, which is partly reflected in a lack of challenge for the most able children. This is borne out by the latest test results for 2005, which show that the proportion of children reaching the expected level 4 was above average, but fewer than might be expected reached the higher level 5. The targets for children in Year 6 are appropriately challenging, given their abilities. Children with learning difficulties make satisfactory progress when they receive extra support, but this is inconsistent.

Personal development and well-being

Grade: 2

Children's attitudes and behaviour are good. The recent focus on improving independence and co-operative skills has been successful and children say how much more they are enjoying activities. This contributes towards the effective way they are prepared for their future well-being. Children express appreciation of what the school is doing for them, which results in positive relationships with staff and with each other. Attendance and punctuality are satisfactory. Children's spiritual, moral, social and cultural development is good, as a result of the close attention and care given to their well-being. Children are safe at school and reassured by the effective way staff deal with any incidents. Parents are much happier with behaviour in the school than was the case when they were last surveyed. A healthy lifestyle is promoted well and children are conscious of the appropriate choices in regard to staying fit and eating healthily. They are keen to make a contribution to the local and wider communities and raise substantial sums of money for good causes. The school council plays a very positive part in raising children's issues and this helps bring about improvements they would like.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Learning is soundly structured for most children as a result of satisfactory lesson planning. However, planning is not always focused sharply enough on activities to challenge the most able or meet the needs of children with learning difficulties. The best teaching comes from clear learning objectives that are shared with children. The assessment of children's progress is good and, where teaching is good, is being used effectively to plan challenging work. This motivates children and encourages them to try hard. Making the purpose of lessons clear to the children also helps the teachers link together well different parts of the lesson so that children see the logic and direction of their studies. In such lessons, learning benefits from enthusiastic teaching and brisk pace. This excites the children to make good use of the opportunities for independent learning, especially when the most able children are stretched and those with learning difficulties benefit from working in partnership with others. However, other lessons do not always succeed in drawing as much from the children and, whilst most learn satisfactorily, the most able children occasionally

find the demands of work too easy. Where children with learning difficulties are supported well they usually learn successfully, especially where good expertise has been developed and used to support autistic children. However, this is not a consistent feature across classes and, in some instances, appropriate work is not provided for them.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum. It has improved the range of activities provided and the children say they approve of the increases they have seen in the practical and creative approaches to work. Children enjoy science experiments, such as growing crystals, and using computers or designing and making things. Activities are planned adequately to suit most children's capabilities, and they contribute to their preparation for later years. They offer a good balance of learning experiences, which give an appropriate emphasis to key skills, particularly in literacy, numeracy and using information and communication technology. However, whilst there is good practice for a few children with severe learning difficulties, this is not consistent enough because some are not included in purposeful learning opportunities as their needs are not properly considered in the planning. Children appreciate the many interesting things they have to do that enrich learning, such as visits to places away from school. Many enjoy sports and other after school activities, such as learning Spanish or martial arts.

Care, guidance and support

Grade: 2

The care, guidance and support for children are good. Staff are sensitive to children's feelings, and their concern for their well-being and safety ensures they are secure at school. A clear and largely consistent approach to managing children ensures that behaviour is good. Children who are vulnerable benefit well in their personal development. Several support agencies are involved effectively in helping the school to plan how it addresses the needs of vulnerable children. For many of the neediest children, this has meant they often make good progress in overcoming learning difficulties. The great majority are supported through the effective use teachers make of assessment. Children appreciate knowing how well they are achieving. This encourages them to strive to reach their targets and sustain progress.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. There have been significant changes to the senior management, with the appointment of a headteacher and deputy headteacher and the secondment of a senior member of staff. The headteacher is providing the school with good leadership and a clear focus on the need to raise standards. She has a good grasp of strengths and weaknesses in the

school and has already improved links with parents and the information provided to the governing body. In addition, staff have worked together well to improve children's behaviour and attitudes. The recent development of a good system for tracking children's progress has provided staff with a clear method for assessing any underachievement and the success of their teaching. Subject leaders monitor planning and resources well, and act as advisers for colleagues. However, they do not monitor the curriculum sufficiently and this results in missed opportunities to spread good practice. The governing body has improved since the last inspection and is aware of the school's strengths and weaknesses. School improvement planning is good. This supports the school's systems for self-evaluation, which are satisfactory, and the results are mainly accurate, although the grades given do not always reflect the actual evidence available. Children and parents are very positive about the way the school is improving and the recent changes brought in by the headteacher.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school when we visited. We particularly enjoyed talking with you, especially those of you who are on the school council. You told us a lot about the things you like doing at school and what you would like to see improved. This letter is to tell you about some of the important things we saw. Your parents are very happy with your school, and you told us you are very happy there as well. You have told us that you like the way the school is changing and how the teachers are giving you more work that is interesting and exciting to do. All the teachers and other adults look after and care for you very well. They encourage you to be healthy and to stay safe. They are working very hard to ensure that you learn new things and to make the school even better in the future. You behave well in lessons and in the playground and this helps the teachers teach you. Most of you get good test results and this helps prepare you well for secondary school. Your teachers are keen to make the school even better for you and we think they are very good at knowing how they can do this. We think they need to make sure that all of you are provided with work that is at the right level, so that it is not too easy or too difficult for you. We also think the subject leaders need to keep a better check on how well you are learning and the different ways they teach you. You go to a good, friendly school. Keep working hard and enjoy your time at Coppice Farm.