

Coppice Farm Primary School

Inspection report

Unique Reference Number	122516
Local Authority	Nottinghamshire
Inspection number	327746
Inspection dates	26–27 January 2009
Reporting inspector	Richard Cheetham

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	163
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Graham De Max
Headteacher	Mrs Jo Sharpe
Date of previous school inspection	11 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Laver Close Arnold Nottingham Nottinghamshire NG5 7LS
Telephone number	01159560990
Fax number	01159560990

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Coppice Farm Primary School is smaller than many other primary schools. It is a popular school and most pupils come from outside the catchment area. Most are White British, and others are from a range of minority ethnic backgrounds, many of whom speak English as an additional language. A small number of these are at an early stage of acquiring English. The proportion of children with learning difficulties is below average. Children start school in the Early Years Foundation Stage (EYFS), in the September or January preceding their fifth birthday. Their attainment on entry is broadly typical for this age but varies significantly each year.

There is on-site childcare provision, before and after school each day that is managed privately.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This good school is popular with parents and pupils. Effective school leadership and management have guided its development well since the previous inspection and established a firm footing for further improvement. Many elements of the school's work are now good. This mostly matches the views of parents and pupils and school's view of itself, although it was a little cautious in a few of its evaluations. Governance is satisfactory.

Pupils achieve well and make good progress in Years 1 to 6. They attain above average standards overall. However, the development of some aspects of provision in the EYFS has not kept pace with that of the rest of the school and children make only satisfactory progress in this phase of learning. Assessment is not used rigorously enough, especially in the Reception class, to help teachers plan specific group work for pupils. More generally, boys tend to achieve less well than girls, although the gap is narrowing helped by curriculum improvements, such as thematic work to interest boys like the Year 6 'Superheroes' project, and a wider use of computer applications. Pupils who find learning difficult or are new to the English language are well supported and make good progress. The quality of teaching and learning is good overall. Most teachers have high expectations based on the accurate assessment of pupils but this good practice is not consistently applied to provide sufficient challenge for the more able. Pupils enjoy learning and their views are taken into account. The school makes satisfactory use of its systems for tracking pupils' progress and diagnosing teaching quality but does not routinely use them to identify precisely where improvements could be made.

A strong feature of the school's work is the good care and guidance it provides in all classes; staff also make effective use of outside expertise. This results in the good overall personal development and well-being of pupils who have an excellent understanding of healthy lifestyles and make an outstanding contribution to the community. Much of pupils' personal and academic development comes from their engagement with a creatively planned curriculum. Within it, teachers enliven lessons with innovations to catch pupils' interest and deepen their understanding. Examples include successful lessons in philosophy, involvement in a community effort to grow and eat healthy food and good links with children in other countries.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Achievement is satisfactory and children generally attain the expected goals by the end of the Reception year in most areas of learning. Positive relationships between adults, pupils and parents, and good induction arrangements promote children's welfare effectively and help them to settle into the school routines quickly. As a result, children make good progress in their personal, social and emotional development. The quality of teaching and learning is satisfactory but lesson objectives do not always take enough account of the progress of individual and groups of children. Learning objectives are too broad and not specific enough to meet every child's need. Children have some opportunity during free play to initiate learning and to show off their potential. Adults make careful observations of what children do during these times but do not make enough use of this information to move learning forward through targeted objectives or interventions. The curriculum is satisfactory but it does not exploit the potential of learning in groups. The teacher plans some interesting activities and visits to enliven the curriculum and extend children's learning experiences. There are suitable opportunities for children to learn outdoors through planned activities in the designated play area and the wider

school grounds. However, the school has not made enough use of curricular and assessment guidance to update practice. The leadership and management of the EYFS are satisfactory.

What the school should do to improve further

- Use assessment data more rigorously to identify specific learning objectives and provide more targeted group work for pupils, especially in the Reception class.
- Ensure that good practice in teaching is consistently applied to help provide sufficient challenge for the more able pupils.
- Strengthen monitoring and evaluation procedures by tracking pupils' progress more rigorously.

Achievement and standards

Grade: 2

All groups make good progress from their varied starting points, especially in English and mathematics where standards are generally above average. There has been an overall improvement in the proportion of pupils attaining more highly by Year 6, most noticeably in English. Improvement is less marked in mathematics and science but the 2008 test results for Year 6 are better at the higher Level 5 than the previous year. Pupils make good progress in Years 1 and 2 and effective teaching helps to raise standards steadily. Pupils who find learning difficult make good progress towards their learning goals and those at an early stage of learning English pick up the language quickly and make similar progress to their peers.

Personal development and well-being

Grade: 2

Pupils enjoy school and they have very positive attitudes to learning. They concentrate well particularly when lessons are practical and fun. Attendance is good. Spiritual, moral, social and cultural development is good and helps pupils respect others' feelings. As a result, behaviour is good. Pupils take care to ensure their own and others' safety, especially when enjoying playing on the small playground. There are a few occasions when pupils' play is over-boisterous but playground disputes have significantly diminished due to the effectiveness of those pupils, known as peer mediators, who are trained to help resolve problems.

Pupils make an excellent contribution to the school, local and global communities. They have a positive respect for the beliefs and cultures of others through the sponsorship of a child in Ghana and links with a school in South Africa. Pupils regularly entertain members from the local group of senior citizens. Young leaders, lunch buddies and the active school council give pupils a voice and a strong opportunity to contribute to the school's work. Council members have given the school feedback about 'what helps people to learn' and teachers have started to implement some of the ideas. Pupils have an excellent understanding of how to keep healthy and fit. The school's healthy food programme and advice from the local allotment club help pupils grow organic fruit and vegetables, which they cook and eat in school. They participate fully in the outstanding number of sporting activities and physical education lessons. Pupils are developing good social, literacy, mathematics and information technology skills that prepare them well for future life.

Quality of provision

Teaching and learning

Grade: 2

The good partnership between class teachers and teaching assistants who share planning and understand their complementary roles, enables pupils who find learning difficult to achieve well. In most lessons, teachers use accurate assessments of previous work to target their support and increase the level of challenge for all pupils. Pupils respond very well to this approach but it is not consistently applied in every class and sometimes too little is asked of the higher attainers. Learning activities are generally well balanced so that pupils learn effectively in the whole class and in smaller groups. This balance is most effective when teachers have a clear view of how all pupils are progressing while making insightful contributions to pupils working in groups. Pupils respond well to the chance to assess their own efforts and they understand their individual targets. They know how to improve their work, particularly when they have the chance to put matters right quickly. Teachers often ask a range of questions that encourage pupils to think deeply and answer carefully; this is particularly evident in philosophy lessons.

Curriculum and other activities

Grade: 2

The curriculum meets statutory requirements and from Years 1 to 6 is grounded well in current national guidance. Staff have planned a curriculum which meets pupils' needs well because they find it engaging, relevant and fun. A good example of this is the innovative work on the 'Food for Life' project, which has been extended to involve parents in providing healthy meals at home. Teachers integrate key skills, including information and communication technology, into subjects such as design and technology and science so that pupils learn to apply them well. Lessons in philosophy effectively promote the development of language as well as deepening pupils' skills of reflection. More investigative work in mathematics is encouraging good progress, and subjects such as art and design, physical education and music are organised well by outside specialists. Good international links and an outstanding range of extra-curricular sporting activities deepen pupils' understanding. Some developments, such as the integration of subjects, are at an early stage of development and not yet having an impact on progress.

Care, guidance and support

Grade: 2

The school has comprehensive procedures for ensuring pupils' care, safety and personal well-being. All government safeguarding requirements are met. Staff are deployed effectively and aspects of pupils' personal development are supported extremely well. Bereavement counselling gives a few pupils the emotional support they need to learn effectively and guidance to help pupils manage their emotions contributes to good behaviour. Teachers' comments on pupils' writing give regular feedback about what they have done well and what they need to do to improve. Most teachers remind pupils of their targets which are related to the school's system for tracking their development. However, this system is not used routinely to determine the progress pupils make as they move through the school. Effective support and management for pupils who need additional help enables them to make good progress.

Leadership and management

Grade: 2

The school is well led and managed. Since the previous inspection, the headteacher has ensured that subject leaders work more effectively by delegating responsibility and supporting their efforts to shape a good curriculum that promotes community cohesion effectively. As a result, pupils are developing a good understanding of themselves and how they interact with others in and beyond the school. Subject leaders have a general oversight of pupils' progress while senior staff use pupil performance data in mathematics, English and science to set some challenging targets although they do not yet make the fullest possible use of this information. All staff make a good contribution to the school development plan, which has focused on improving teaching, learning and the curriculum. The quality of teaching and learning is regularly monitored and this has led to some improvement but the evaluation of the information gained is not yet sufficiently detailed. Good financial oversight has enabled the school to improve its accommodation and resources steadily and give good value for money. Governors make a good contribution to this aspect of the school's operation and to the oversight of health and safety. However, they do not have enough information about the progress of different year groups to challenge the school on its performance.

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Annex A

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
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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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 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

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

28/01/2009

Dear Children,

Inspection of Coppice Farm Primary School, Arnold, Nottingham, NG5 7LS

Thank you for welcoming us to your school and telling us about your work. The older children and the full school council especially helped us a great deal by telling us carefully what they thought. We were very impressed by the mature way you took part in our discussions and you were good ambassadors for your school.

This letter is to tell you what we found. We agree with you that it is a good school and has improved well since it was last inspected. Staff take very good care of you and help you to improve your work. You have many interesting things to do, and you get a lot out of making music, exercising, growing and eating your own food and learning about pupils in schools in Africa. I believe you hope it will soon be possible to have a SKYPE link so that you can communicate instantly with them. You enjoy a lot of responsibility for helping the school run well. The school council, peer mediators, lunch buddies and young leaders do an excellent job.

We have asked the school to make things even better for you by:

- Using assessment information to provide more targeted group work, especially in the Reception class.
- Making sure that all aspects of teaching and learning are as good as they can be, so that you all have enough challenging work to do.
- Tracking your progress more carefully to help you do even better.

Best wishes for the future,

Richard Cheetham

Lead inspector