

Coppice Primary School

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 112563 |
| Local Authority | Derbyshire |
| Inspection number | 337967 |
| Inspection dates | 26–27 January 2010 |
| Reporting inspector | David Driscoll |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 234 |
| Appropriate authority | The governing body |
| Chair | Lesley Hatton |
| Headteacher | Anne Riley |
| Date of previous school inspection | 16 November 2006 |
| School address | Roper Avenue Marlpool Heanor, Derbyshire |
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Introduction

This inspection was carried out by three additional inspectors. Just under half of their time was spent looking at learning. Sixteen lessons were observed and nine teachers were seen. Meetings were held with pupils, governors and staff. Inspectors observed the school's work, and looked at records of pupils' progress, the school's development plans, a range of policies, documents related to safeguarding, records of checks on teaching and the 78 responses to the questionnaire for parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether higher attainers and girls are making as much progress as other pupils
- whether the apparent fall in achievement in 2009 was a dip or start of a trend
- whether initiatives aimed at improving progress in English are proving successful
- whether strategies for improving pupils' behaviour are leading to a fall in fixed-term exclusions.

Information about the school

This larger-than-average school draws its pupils from an urban area. The proportion of pupils eligible for free school meals is above average. A very small minority of pupils come from minority ethnic backgrounds and very few speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is above average. The school holds the Healthy Schools award, and has been awarded a Basic Skills Quality Mark.

The school held a special music event on the first day of the inspection, involving all pupils in Years 1 to 6. All pupils in Years 3 to 6 were out of school on trips for the majority of the first day.

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?

4

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to ensuring that procedures are implemented to meet government requirements for safeguarding pupils.

The school's overall effectiveness is inadequate because leaders have not carried out all the checks required to ensure the welfare, health and safety of pupils, including children in the Early Years Foundation Stage; the care, guidance and support provided by the school are inadequate. This is because there are gaps in the school's records relating to staff recruitment and vetting checks that make up the single central record. Governors are ultimately responsible for ensuring such checks have been completed, and they have failed to meet their statutory requirements in this respect. The school's managers, supported by the local authority, took immediate actions to start to address these shortcomings and ensure children's safety as soon as they were made aware of the situation.

In most other respects, such as teaching, assessment and the curriculum, provision is good. The school can point to many areas which provide evidence of its good capacity for improvement. Self-evaluation is accurate, particularly in terms of teaching and learning, where checks provide a very clear picture of where improvements can be made. This has led to rapidly rising attainment in the Early Years Foundation Stage and in Years 1 and 2. Children join the Nursery with skills and knowledge below those expected for their age, but owing to consistently good progress, attainment is now above average by the end of Year 2. The reasons for the dip in achievement in 2009 have been analysed and tackled well, so attainment is again above average in Year 6, which also reflects good progress as these pupils started Year 3 with attainment that was average. Progress is good for all groups in mathematics, science and information and communication technology (ICT). Progress in English was a concern at the time of the previous inspection, but the school's determined actions have ensured that most groups now do well in their reading and writing. The most able make satisfactory progress in writing, because they are not always given work that really stretches them and, in Years 4, 5 and 6 do not have enough opportunities to write at length outside of their English lessons.

Most other outcomes are also good. The great majority of pupils feel safe and well supported. They are knowledgeable about how to stay healthy and respond well to the opportunities to take part in sport. The behaviour observed by inspectors was good, but

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the school has a very high rate of fixed-term exclusions when compared with other schools nationally. Too many pupils are excluded for relatively minor offences because the school's system of sanctions moves too quickly to exclusion without the use of other forms of punishment or deterrent.

What does the school need to do to improve further?

- Immediately put procedures and checks into place to ensure that the school fully meets all safeguarding requirements.
- Reduce fixed-term exclusions by drawing up and implementing a more flexible approach to dealing with incidents of misbehaviour.
- Improve the progress made by the most able pupils in writing by:
 - ensuring they are always given suitably challenging tasks
 - providing such pupils in Years 4, 5 and 6 with more opportunities to write at length in subjects other than English.

Outcomes for individuals and groups of pupils**3**

Pupils achieve well because they are motivated and enjoy their learning. They particularly like mathematics and science lessons, because they enjoy getting to grips with a problem and coming to a 'right' answer. The work on improving writing has paid off, and pupils now have a solid platform by the end of Year 2 which is leading to higher attainment further up the school as teachers have to spend less time on reinforcing the basics. In lessons, pupils concentrate and work hard. They know what is expected of them because instructions are clear. One notable feature of learning is the way that pupils of all ages are encouraged to talk to one another when they are unsure. If few hands are raised when the teacher asks a question, pupils will immediately be told to discuss it with a partner and soon almost all hands will be up. The school has been very successful in closing the gaps in achievement between different groups, including between girls and boys, by providing extra support for those identified as not meeting their challenging targets. In particular, those pupils eligible for free school meals make as good progress as their peers, and their attainment is much higher than similar pupils nationally.

Behaviour in lessons is consistently good, and this was also true for the behaviour observed at breaks and lunchtimes. Nevertheless, behaviour and outcomes are only satisfactory overall because of the very high rate of fixed-term exclusions in recent years. The number is already high in the current academic year, and most are for relatively minor offences. Throughout the school, pupils get on well with one another. They readily accept responsibility, both in school and out, by, for example, acting as playground buddies, serving on the school council or visiting those in hospital or residential homes. Pupils have met with pupils from partner schools to work together and discuss their joint visit to France, which has helped them to develop their good social skills and is one example of how their good understanding of cultures in other countries is developed.

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These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers usually have high expectations of what the pupils can achieve and how well they will behave. They carefully check that pupils are keeping up in lessons, by moving quickly between groups or using mini-whiteboards to instantly assess the answers of every pupil to a question. On most occasions, the work will be adapted in light of the teachers' findings, but sometimes the most able have to wait for others to finish before being moved on, particularly in writing. The pace of learning is good. Teachers break up lessons into manageable chunks by switching activities that maintain the pupils' interest, although the introduction can sometimes go on for too long. The use of individual targets has been particularly effective in improving progress in writing for those who are not doing as well as expected or who are at an early stage of learning English. These pupils are taught in a separate group where they are given specific targets for each piece of work, and the teacher's marking continually reinforces the new skills that pupils have learnt. The school has many effective systems for supporting those who are not meeting their targets or who have special educational needs and/or disabilities. The one-to-one tuition provided in the morning is particularly successful in helping those

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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who have fallen the furthest behind. Schemes of work build progressively on what has been taught before, and the range of topics covered in science is particularly broad. Pupils have good opportunities to develop their numeracy and ICT skills through other subjects. The breakfast club provides a good facility for pupils and is much appreciated by parents. There are good arrangements for helping children make a smooth start to their education in the Nursery, and good links with local schools to ensure that pupils are well supported in their move to secondary education. Pupils feel they can talk to staff about any problems they have, although there are no opportunities for them to raise concerns anonymously.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 4 |

How effective are leadership and management?

The headteacher has forged the staff into a strong team, and all look to improve the quality of education offered by the school. Teachers respond very well to the clear guidance they receive on how to improve teaching, knowing that the school's leaders, including governors, will check to make sure that changes are being made. Middle managers, such as subject leaders, are fully involved in such checks. Pupils' progress is tracked carefully, so that the school can identify those not meeting their challenging targets at the earliest opportunity. Once identified, managers are quick to allocate such pupils to one of the many forms of extra support the school provides. Data are also used well to set the school's priorities, and most, but not all, are supported by detailed plans for actions to be taken. Governors play a good role in helping to draw up the school's priorities. They keep a close eye on finances, but their failure to ensure that safeguarding requirements are met means that, overall, governance is inadequate. The school has evaluated the needs of its community and drawn up well-targeted plans to improve further its provision for community cohesion. Pupils are helped to develop good understanding of the local, national and international communities. They engage with others from different areas, but these areas are quite similar to their own. The impact of the school's management in closing gaps in achievement is evidence of its commitment to equality of opportunity for all. All relevant equalities policies are in place, and monitored. The school's leaders are quick to act on the few incidents of racist and homophobic behaviour.

These are the grades for leadership and management

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

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 4 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 4 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is inadequate because leaders have not carried out all the checks required for safeguarding children. Therefore, leadership and management are inadequate overall. In other respects, provision is good. Children settle quickly and their individual learning needs are soon identified in the Nursery through accurate assessments. Activities are then carefully planned to promote the learning of each individual, with a very good balance between activities led by adults and those chosen by the children themselves. Learning in the classroom is better than that outdoors, because the environment is more stimulating and the adults have many more resources easily to hand, such as displays of numbers and letters that they can point out to children. All this leads to consistently good progress, with children's knowledge, skills and understanding now being above the level expected for their age by the time they leave and an increasing proportion with high attainment each year. Leaders have been particularly successful in improving children's communication skills, with the most able joining those in Years 1 and 2 where appropriate to enable them to make the best possible progress in reading and writing.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 4 |
| 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 | 4 |

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Views of parents and carers

Parents and carers are generally very happy with all that the school provides. Several of those who responded to the inspection questionnaire rightly praised the support that their children had been given in order to help them catch up. A very small minority of parents who responded shared the inspection team's concerns about the way that incidents of misbehaviour are handled.

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 78 completed questionnaires by the end of the on-site inspection. In total, there are 234 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 47 | 60 | 29 | 37 | 1 | 1 | 0 | 0 |
| The school keeps my child safe | 55 | 71 | 23 | 29 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 38 | 49 | 36 | 46 | 2 | 3 | 0 | 0 |
| My child is making enough progress at this school | 45 | 58 | 32 | 41 | 1 | 1 | 0 | 0 |
| The teaching is good at this school | 54 | 69 | 23 | 29 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 40 | 51 | 33 | 42 | 3 | 4 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 43 | 55 | 32 | 41 | 2 | 3 | 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) | 38 | 49 | 36 | 46 | 2 | 3 | 0 | 0 |
| The school meets my child's particular needs | 43 | 55 | 34 | 44 | 1 | 1 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 42 | 54 | 27 | 35 | 5 | 6 | 0 | 0 |
| The school takes account of my suggestions and concerns | 33 | 42 | 40 | 51 | 2 | 3 | 0 | 0 |
| The school is led and managed effectively | 56 | 72 | 21 | 27 | 1 | 1 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 56 | 72 | 21 | 27 | 1 | 1 | 0 | 0 |

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 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 inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| 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.



28 January 2010

Dear Pupils

Inspection of Coppice Primary School, Heanor, DE75 7BZ

Thank you for all the help you gave us when we visited your school. You told us how much you enjoy mathematics, and how pleased you are with all the help you get from your teachers. Some of you said you did not like English as much as mathematics, but the teachers are working hard to make sure that you do as well in English as you do in your other subjects. Most of you make good progress in all your subjects, but some of you find the writing work a bit easy, so we have asked your teachers to always give you work that is hard, but that you can do if you really try your best. We have also asked them to give those of you in Years 4, 5 and 6 more opportunities to write longer pieces in your other subjects. The adults who run the school are good at spotting when you are not making as much progress as you can. Those of you who are not meeting your targets are given lots of help to make sure you catch up again. We were impressed by how hard you work in lessons and how well you get on with one another. Most of you behave well, but too many of you have had to be sent home for not doing as you are told. We have asked the headteacher to find different ways of ensuring that you always behave well. You can all help by doing as you are asked by the staff

There are lots of good things about your school, but one particular area of weakness that needs to be put right straight away. The people who run the school have not carried out all the checks that they should have done to make sure you are kept as safe as possible. We have asked them to make sure that these errors are quickly corrected and do not happen again.

Best wishes for your future.

Yours sincerely

David Driscoll

Lead inspector

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