

School Context

General background:

- We are significantly underfunded compared with nearly all schools nationally. This is because we are an expanding school (our budget being based on the previous year's census), leaving us underfunded by around £100K a year. In addition, Worcestershire is in the F40, with a differential of around £425 per pupil per year compared with the national average schools funding, amounting to a shortfall of around £250,000 overall compared with an average funded school of our size. So a total shortfall of around £350,000.
- The Office for National Statistics judges the community as exactly average in terms of income and employment (documentation available), this agrees with the current RAISEonline which shows the school deprivation factor as average (i.e. between 40th and 60th percentile)
- The Coppice is a converter academy
- We are a larger than average primary school with 583 on role; this includes our own Nursery with 59 (i.e. 36 FTE pupils). At present we are expanding to three form entry.
- Pupil mobility is relatively low
- In Worcestershire primary schools are few because of a well established three tier system.
- We have three NQTs and three post-NQTs in school at present.
- We have an excellence in extra-curricular gymnastics with children competing at national level and have been Under-11 national champions.
- In recent years significant numbers of children on entry have been identified with Speech and Language problems. Accordingly, we have developed our own Speech and Language Unit.
- Historically, around 25-30% of our intake has come from Birmingham
- The Coppice serves a local community which includes a Worcestershire Local Authority housing estate of around 350 dwellings (data provided by BDHT)

Groups:

- Around 5% of pupils are on the SEND C of P (one child on an EHC plan); we have deliberately worked to reduce this figure significantly by developing classroom provision for target groups.
- At present we have four Looked After Children.
- Historically, around 13% of children have been FSM (though this has reduced since UFSM for Infants).
- We have 1.5% of children classed as EAL.
- 1.5% of pupils come from travelling community families; about half of these families withdraw their children from school during the summer to travel (recognised as an authorised absence).
- Around 10% are from other minority ethnic group (i.e. excluding GRT).
- Gender balance is broadly 50/50 across the whole school

Awards:

Activemark Gold	Eco Green Flag Status	Science Mark Silver
Artsmark Gold	Quality Mark II	Healthy Schools
Sharing Effective Practice Mark		

Partnerships:

- We link with the Ogden Trust to develop Science further in school
- Parents' Forum as well as a thriving PTA
- We co-ordinate EYFS Partnership Group Meetings with all pre-school providers in our area.
- Member of NE Worcestershire curriculum development network
- Member of Primary Sports Partnership in the area.
- Headteacher regularly attends community PACT (Partnership and Community Together) meetings.
- Provider of support and development for ITT and work experience students
- Though not a church school, we have very close links with St Mary's church
- Shared site with Woodrush Community High School which has technology status, utilising specialist teachers and facilities. Strong links exist between the two schools.
- We link regularly with the other primary schools within our pyramid. Also, we have actively sought links further afield, offering school to school support.
- We have a Care Club (with a separate Ofsted registration) on our site which provides wrap around care for our Nursery as well as before and after school care for our main school.
- LLE and Professional Partner commitment.

Progress since last inspection

Ofsted in September 2012 identified two things that the school needs to do to improve further:

1. Accelerate pupils' progress in Key Stage 1 to the level seen in Key Stage 2, by ensuring that pupils are consistently challenged at the right level in all classes.
2. Increase the robustness and impact of self-evaluation, by ensuring that leaders and managers focus relentlessly on the accurate use of data to improve teaching and learning.

Regarding the first point identified:

Leadership and Management:

This first point came about through monitoring by Ofsted regarding one member of staff in particular. In the wake of this, expectations were clarified, after which a capability process ensued.

Since the last inspection we have restructured the L & M team to incorporate an additional AHT with significant EYFS and KS1 experience to help oversee standards and transition over those phases. We have also developed curriculum teams for Mathematics and English; the leadership of English being broken down into separate Writing, Reading and Phonics leads. This has ensured a strong focus on challenge as well as progress and a more rigorous system of monitoring and feedback. This has resulted in standards being significantly above national expectations over the two years immediately after the last inspection.

Behaviour and Safety:

Our newly appointed SENCo has years of experience as an outstanding practitioner within KS1. She has taken a special interest in supporting the phase to get things as good as they can be. She is leading on nurture, from which children within this phase are particularly benefiting. We have recently become a Thrive School and have three members of staff associated with KS1, trained in the delivery of this.

Teaching and Learning:

Since the last inspection we have implemented the Read Write Inc Phonic Programme to improve standards in Writing in particular, as well as implementing Numicon for Mathematics over the past eighteen months in Year 1. All associated staff have been trained accordingly, improving the quality of teaching, making it more focused. Our SENCo works closely with the year group to ensure quality of provision. Classes in KS1 are in new classrooms, and the learning environments for these children are much improved.

Outcomes:

Since the last inspection, outcomes within this phase have been at least good, and in some cases arguably outstanding with outcomes above expected (referencing KS1 SATs results and national phonics testing) (see Achievement section).

Regarding the second point identified:

Initially, immediately after the inspection, on the advice of the inspection team, we started using SIMS data manager (as opposed to Excel). We decided to work closely with the LA on this to devise a bespoke system, whereby we could generate overviews showing all groups progress and attainment at the touch of a button. For the last two years these have been the mainstay of our data documentation to inform evaluation linked directly to Pupil Progress Meetings to inform improvements in Teaching and Learning. To start with, the LA were so impressed with our ideas here that they funded the development of our SIMS data tracking system with the idea of sharing it with other schools; though events overtook us with the announcement of 'no levels' assessment. Most recently we have decided to subscribe to School Pupil Tracker Online (SPTO), which has even more comprehensive systems for improving data analysis. We are using this to secure effective systems of tracking and analysing pupil achievement 'without levels' linked to new formative assessment materials. Staff have attended associated training events to help with this.

All of the above has contributed to more effective systems that have had a positive impact on Teaching and Learning as detailed above.

Outcomes for Pupils

Overall Judgement: 2

EYFS:

In 2016 The Coppice had 74% (69% nationally) of children meeting the GLD (in 2015 this was 78.6%)

This figure (of 74%) was slightly down on the previous year but would have been 78% had it not been for three bright children with specific needs that meant we were unable to give them the GLD. Two of these were EAL and one had a serious medical need.

4 out of 7 Pupil Premium Children achieved the GLD (57%) (last year this was 0% in school from 2 pupils – nationally it was 52%) No national 2016 PP figure available.

14 boys did not make the GLD nor did 9 girls but this is not a significant gender difference, especially compared with national outcomes.

End of Reception	2015		2016	
	Coppice	National	Coppice	National
Reading	87%	76%	80%	77%
Writing	81%	71%	76%	73%
Maths (Number)	89%	77%	80%	79%

In Reading:

*10 boys and 8 girls didn't make the standard
5 out of 7 Pupil Premium children met the ELG.*

In Writing:

13 boys and 8 girls didn't make the standard

4 out of 7 Pupil Premium children met the ELG.

In Numbers:

-11 boys didn't make the standard in Numbers and 7 girls didn't.

-5 out of 7 Pupil Premium children met the ELG.

The Gap between Girls and Boys Reading and Writing at EYFS has been closing year on year (for three years). This year the gap between boys and girls attainment in all subjects is smaller than national.

Year 1 and 2 Phonics testing:

Phonics	2015		2016	
	Coppice	Nat.	Coppice	Nat.
Year 1	88%	77%	94%	81%
Year 2	100%	64%	80%*	64%

In Year 1 phonics: 85 out of 90 pupils made the standard; 3 boys and 2 girls didn't make the standard; 6 out of 8 Pupil Premium Children passed the test (75% compared with 70% nationally); there's been a 3 year continuous improvement in our phonics results.

**In Year 2 phonics: 8 out of 10 pupils tested made the standard (the two children who did not had significant barriers)*

Year 2 / KS1 SATs

Attainment	2015				2016			
	Coppice		National		Coppice		National	
	Exp+	Above	Exp+	Above	Exp+	GD	Exp+	GD
89 pupils								
Reading	90%	45%	82%	32%	75%	18%	74%	24%
Writing	83%	23%	72%	18%	73%	15%	65%	14%
Maths	90%	38%	82%	26%	83%	21%	73%	18%

Above expected attainment in Reading needs to be a priority for this cohort in the coming year.

Above expected attainment in Reading has been an issue this year, though this is linked with the nature of this particular cohort as in 2015 RAISEonline shows attainment at this level as significantly above the national (i.e. sig+) and in 2014 it was still well above the national.

In terms of progress, broadly speaking, children converting to Exp+ (KS1) was in line with the national outcome in all subjects. However, in Reading there was a shortfall in children converting from Emerging at EYFS into Exp+ in KS1, though this can be explained by 7 hard barrier children; 4 such children also impacted on conversion of Expected (EYFS) to GD (KS1) in Reading. It was also recognised that at KS1 there were a significant number of children judged as 'borderline GD' in Reading (that were not given GD). However, the number of children converting to GD for this cohort still needs to be a priority. In Writing, children converting to GD from Expected (EYFS) was an issue though this was impacted by three barrier children.

Girl/Boy comparison:

- 14 boys didn't make the standard in Reading and 8 girls didn't; 16 boys didn't make the standard in Writing and 8 girls didn't; though this can be balanced against better than expected progress overall for these boys in Reading and Writing and that eight of these boys had distinct barriers (case studies available).
- 10 boys and 4 girls didn't make the standard in Maths; though seven of these boys had distinct barriers.

Given the barriers, we believe these outcomes are linked with the nature of this particular cohort rather than a trend; RAISEonline (2015) shows our boys attainment, for all subjects, to be well above national, with an 'in house' differential (in favour of the girls) of 0.5 APS compared to a national differential of 1.1 APS. Also, in 2014, for all subjects boys attainment was again well above the national, and even above the girls' 'in house' attainment.

Above expected progress in Reading and Writing and Maths needs to be a priority for boys in this cohort in the coming year.

Year 2 Pupil Premium

Context: For the previous two years, RAISEonline shows attainment of disadvantaged children across all subjects at KS1 has been above the national figure, and our own data shows that all PP children for these cohorts made above expected progress.

So we do not believe this to be a trend but the nature of this cohort.

There are seven PP children with distinct barriers within this cohort (case studies available)

In Reading, 4 out of 12 Pupil Premium children met the expected standard (equating to 33%; the national figure being 60%). However, out of the remaining 8, six had 'hard barriers' and two were designated Pupil Premium late.

In Writing, 4 out of 12 Pupil Premium children met the expected standard (equating to 33%; the national figure being 50%). However, out of the remaining 8, six had 'hard barriers' and two were designated Pupil Premium late.

In Mathematics, 8 out of 12 Pupil Premium children met the expected standard (equating to 66%; the national figure being 58%). However, out of the remaining 4, all four had 'hard barriers'

Above expected progress in Reading and Writing needs to be a priority for PP children in this cohort in the coming year.

Year 6 / KS2 SATs

% a ARE	2015				2016			
	Coppice		National		Coppice		National	
	4b+	Above	4b+	Above	Exp+	GD	Exp+	GD
Reading	90%	51%	80%	48%	88%	23%	65%	18%
Writing	95%	34%	87%	36%	92%	40%	74%	15%
GPS	90%	62%	73%	55%	90%	22%	72%	22%
Maths	92%	38%	77%	41%	88%	12%	70%	16%

Above expected attainment in Mathematics needs to be a whole school priority in the coming year.

Average scaled scores (2016):

Group	Reading	+/-Nat	Progress Measure	Maths	+/-Nat	Progress Measure	GPS*	+/-Nat	Writing progress
The Coppice (60)	105.7	+3.1	+0.5	104.5	+1.5	-0.7	105.7	+1.7	+2.4
CPS Girls (30)	106.0	+2.6	+0.4	104.3	+1.5	-1.4	105.2	+0.2	+4.3
CPS Boys (30)	105.4	+3.6	+0.7	104.6	+1.3	-0.1	106.2	+3.2	+0.6
CPS PP (9)	108.4	+4.6	+2.5	107.0	+2.9	+1.1	108.3	+3.3	+3.4
CPS SEND (3)	105.8	+3.7	+2.0	105.7	+2.7	-1.4	104.7	+0.7	-1.4

Scaled score comparisons are not available for Writing as yet.

Quality of teaching, learning and assessment	Overall Judgement: 2
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Evidence/strengths	<ul style="list-style-type: none"> • Robust assessment and tracking systems are in place (taking account of ‘no levels’ assessment) this enables children’s achievement to be carefully monitored (including groups) and shortfalls quickly responded to, optimising children’s achievement (details available in the Curriculum section of our website) • In a recent survey (November 2015), no parents had concerns about the expectations of the school, and 97.5% of parents (out of 242 returns) felt the school had high expectations. • The introduction of RWI has improved standards in Phonics, resulting in National Phonics Screening results that are considerably above the national average. • Whole staff training in ‘Talk for Writing’ is improving children’s compositional skills in KS2 (evidence available from cold task/hot task comparison) • A revised Marking Policy has sharpened practice; extensive use of Marking Grids for writing, Writing target setting and ‘feed-forward marking’ (into next lesson). This has meant children are clear about the next step in their learning journey and progress, receiving quality feedback. (see data 2014) • In Mathematics we have implemented Weekly Skills tests that are used to inform planning. Accordingly, planning sharply focuses on the needs of the children. This has resulted in data that has been significantly above the norm in recent years. • ‘Steps to Success’ (i.e. Success Criteria) are regularly used; always agreed with children, often composed with them to ensure clarity of understanding regarding learning and establishing with the children what progress will be judged against. (monitoring records available) • The use of technology (visualisers and interactive whiteboards) has improved quality of discussion around individual children’s work and assisted Peer Assessment. • Staff plan opportunities for collaboration between learners (e.g. ‘Talk Partners’, ‘Talk, Pair, Share’). In addition, ‘hands down’ (‘lollipop’) questioning is well established in school. Children’s active participation has improved accordingly. (monitoring records available) • High quality modelling of activities is well established. This has improved the quality of discussion and children’s understanding. (monitoring records available) • Nurture groups are established (Thrive as well as lunchtimes, and after school in Friday Club) that focuses on developing social skills. This has impacted positively on the wider school focus of learning behaviours. (data available) • To establish the best quality, targeted interventions we have invested heavily in staffing, training, resourcing and accommodation. This is having a positive impact on standards. (data available) • In a recent survey (November 2015) only 1 parent (out of 242) felt they needed more information about their child’s progress and were not clear about homework expectations; only 3 felt they needed more information about the curriculum their child was following and how they could help with their child’s education; this evidences how we have worked to optimise support from home. • Proactive development of staff has ensured the quality of teaching and learning in school. • An ‘Early Bird’ session is well established at the beginning of the day which enables regular practise of basic skills. This has made a real difference in embedding key skills. • Extended opportunities have enriched our curriculum, including off site visits, residential visits and clubs creating memorable and engaging learning for our children. • Throughout the year we have a sharp focus for blocks of time on developing key skills (e.g. ‘Mr Heptinstall’s Tables Challenge’, ‘World Cup Reading Challenge’, Shape challenge in Year 4 and 6, ‘Reception High Frequency Words’, Writer’s Week, Sponsored Spell, Spanish Day, Arts Week etc.).Skills have improved accordingly.
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Action/weakness	<p>To improve further we need to:</p> <ul style="list-style-type: none"> • Sharp focus on accelerated learning to ensure that children progress to national expectations regarding the Curriculum 2014 ASAP. Particularly focusing on moving children to GD • Link the tracking of interventions to SPTO • Develop 'mastery' (greater depth of learning) • Implement AfA programme to support vulnerable learners in Reading
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Evidence/strengths	<p>Behaviour:</p> <ul style="list-style-type: none"> We have a well developed Behaviour Management Policy (available on website) which ensure consistency with staff, children and parents having a clear understanding of systems; in a recent survey (November 2015) 99% of parents (out of 242 surveyed) agreed that they had a clear understanding of the behaviour the school expects from children. An established house/team system has engendered a sense of 'belonging' and collective responsibility amongst children. Being particularly evident through our reward system and sporting events. We have reduced low level behaviour issues and nuisance at lunch and break times by investing heavily in Purposeful Play and lunchtime logistics, with staff roles strongly linked to this. Staff are kept well informed of behaviour issues through staff briefings and our computer based behaviour tracker. This helps spot patterns and enables us to deal with behaviour effectively. In a survey (Nov 2015) only 3 parents (out of 242) questioned how effective our Behaviour Policy was. We have a Behaviour Mentor (HLTA), 'Helping Hands' (Peer Group Mediators), Y6/Reception 'buddy system' and nurture groups; all of these have helped establish a culture of care and consideration. Through PSE and Circle Time activities we engender in our children consideration and respectfulness towards others, this means that visitors almost always comment positively upon children's behaviour; this is also the case for off-site visits too; sportsmanship amongst our children is positively acknowledged at district sports events (winning 'sportsmanship' awards); children with disabilities are well supported and looked after by their peers. The school prizes Parent Partnership which assists early resolution of problems. In a recent survey 97% of parents agreed that the school encourages parents to play an active role in school life. We have planned an interesting and exciting curriculum which has increased pupil engagement and active participation and enjoyment. Parents regularly acknowledge this (97% of parents surveyed) We have a well established rewards system that sharply focuses children on behaviours conducive to good learning, setting a clear expectation; in a recent survey (November 2015) only 5 parents (out of 242) parents felt the rewards system could be improved. GRT Services and community acknowledge that we cater well for GRT children, and that we recognise GRT culture and understand the needs of GRT children (documents available). Exclusions are rare in school. However, there was one permanent exclusion in September 2016, which was exceptional, coming at the end of a long process of support (evidence available). Attendance is in line with national figures: <table border="1" data-bbox="188 1310 986 1355"> <tr> <td>2015-16: 96.4%</td> <td>2014-15: 96.1%</td> <td>2013-2014: 96.3%</td> </tr> </table> <p>Safety:</p> <ul style="list-style-type: none"> All staff have received Anti-Radicalisation training; children are 'Thrive screened', identifying vulnerable children and implementing support and intervention to ensure healthy social and emotional development. Children are schooled regarding assessing and managing risk during PSHE/Circle Time and assemblies; we also teach children about Internet Safety. With our excellence in Gymnastics, PE and active involvement in Forest School and Outdoor Education generally children are able to manage and assess risk well. We also run a 'Stepping Out' project each year which deals with road safety. We have a strong Anti-bullying Policy (available on website). Because of this pupils are aware of what bullying is (reinforced through PSHCE/Circle Time and Assemblies) and what they can do about it, and how they can support others. Accordingly, instances of bullying are rare in school (bully log available). 99% of parents in a recent survey acknowledged that the school was a happy and safe place. Links established with The ChildLine Schools Service which helps children to understand how to protect themselves from all forms of abuse. 	2015-16: 96.4%	2014-15: 96.1%	2013-2014: 96.3%
2015-16: 96.4%	2014-15: 96.1%	2013-2014: 96.3%		
A/W	<p>To improve further we need to:</p> <ul style="list-style-type: none"> A comprehensive action plan for attendance (especially PP and PA) Further development of the Thrive programme. Further development of Purposeful Play (outside environment and provision) 			

Promotion of SMSC
(including Promoting Fundamental British Values)

Overall Judgement: 2

Evidence/strengths

Spiritual Development:

- Through our RE teaching, children have the opportunity to explore values and beliefs, including religious beliefs and the way they affect people's lives. This also includes visits to a variety of places of worship from different religions. In particular, we have strong links with three local churches.
- Children have the opportunity to participate in collective worship.
- Our school kitchens take into account dietary preferences of children from different faiths.
- Through a variety of extracurricular activities and opportunities that create a breadth to our curriculum, children are able to explore and develop what animates and interests them. Celebration of children's achievement does not just focus on the academic, but has a much broader purpose that encourages the development of the whole child.
- Children are encouraged to reflect and learn from reflection. This is integral to how we promote learning behaviours in school through Guy Claxton's 5 Rs. This is also exemplified through children creating music in response to thinking/reflection, creating art in response to thinking/reflection, writing stories/poetry to express meaning and emotions etc.
- We are a 'Thrive School', this programme focuses particularly on developing children emotionally, preparing them for life through nurture activities that support the healthy development of the human brain.
- Opportunities are planned to allow children to discuss feelings, values and beliefs through Circle Time/PSHCE activities as well as through RE lessons, encouraging children to empathise; this contributes to creating a climate within school which allows pupils to grow and flourish, respect others and be respected.
- We have embraced the Community Cohesion agenda, particularly from the perspective of multi-cultural education. Children are taught to respect each other no matter what the background. Accordingly, incidents of racial abuse are comparatively rare. Compared with national figures, we have a sizable population of children from a GRT background, and these are well integrated and happy in our school community (commendation from GRT Liaison Services available).

Moral Development:

- The school's home/school agreement clearly sets out expectations which children adhere to (available on our school website and through our brochure).
- 'Thrive' has been introduced that assists children with empathising with others. Through our Community Cohesion programme, we set out to dispel ignorance, by linking us with our local and wider community (e.g. links with the elderly through visits to sheltered housing and local allotment society, links with various religions place of worship, Talking Books etc.)
- Through giving our children the opportunity to explore and develop moral concepts and values through our curriculum, our children have a well tuned 'moral compass' (e.g. children often instigate things accordingly - e.g. 'Stamp Out Bullying'/First News, fund raising; children have a good track record of supporting peers with disabilities etc.). PSHE lessons that deal with moral issues are informed by Thrive whole class screening outcomes to make them bespoke to the needs of the class.
- Our supportive, nurturing and inclusive ethos ensures that we have an open and safe learning environment in which pupils can express their views and practise moral decision-making
- We have a comprehensive rewards system that recognises good behaviour; certificates are issued within a Celebration Assembly every two weeks, every week a class Star of the Week is identified, we also have a thriving Team/House system.
- Staff are excellent role models; relationships between pupils and staff are warm and friendly. Pupils are helpful and polite to adults and they relate well to one another in class, being respectful of one another and recognised codes of conduct.
- Children take a pride in their school and its environment (e.g. the majority of targeted children volunteering for litter squad duty, we have an active Eco Council and School Council as well as Peer Mediators).
- Throughout our curriculum we reference famous people who were selfless individuals, who could be considered as models of moral virtue (e.g. Mary Seacole, Ghandi, Nelson Mandela, Louis Braille, Gautama Buddha, Ann Frank, Jesus etc.)
- We have a strong house/team system. Team banners hang in our school hall, these reinforce the expectations of the school.

Social Development:

- We identify key values and principles on which school and community life are based through our Mission Statement (available online and within our brochure) that supports our school vision. Our school vision is set out on all of our uniform badges.

- The Coppice encourages pupils to work co-operatively. This is exemplified through our sporting excellence, where teams work together, through the common use of Talk and Work Partners within the classroom, through the use of Peer Mediators who assist children in co-operative play, through a Buddy System that partners older children with younger children, and through drama productions.
- We provide positive social/corporate experiences through residential visits, team events, school productions and assemblies, and through varied PTA events that bring the community together.
- There is a strong focus on 'preparing children for life' (our school vision), developing personal qualities which are valued by society. This is exemplified by our children's sportsmanship which is often positively commented on at district events, or politeness of our children which is frequently commented on by visitors, or the way our children readily want to help their peers (particularly those with barriers). We have also developed our dining hall as a social experience, encouraging good table manners as well as interactions.
- In particular, our Eco Council has been active in challenging the values of the wider society and community, setting a clear expectation and vision for what they wanted to see (e.g. 'Walk to School', 'Switch off Days', Hugh Fearnley-Whittingstall's Fish Fight etc.)
- There are many opportunities where children are encouraged (and expected) to participate in the wider community life of the school (e.g. through out house/team system, monitor roles, sports teams, Eco and School Council etc.). Similarly, children are given opportunities to exercise leadership and responsibility.
- We provide positive and effective links with the wider community through our Community Cohesion activities (e.g. choir singing at Birmingham Cathedral, visits to various religious places of worship, Tesco 'Farm to Fork', visits from the three emergency services, local sheltered housing, Wythall Allotment Society etc.); we take our School Council to the Council Chambers in Birmingham to see how a city council runs.

Cultural Development:

- Through RE teaching as well as History and our Community Cohesion programme children are presented with accounts of the attitudes, values and traditions of diverse cultures.
- A strong feature of the school is the friendships between pupils of different ethnic backgrounds, including our significant traveller community. Addressing discrimination and encouraging integration is integral to what we do through PSHE, Circle Time and assemblies.
- We have an extensive array of extra curricular opportunities (detailed on our website) which recognises and helps nurture children's particular interests, gifts and talents.
- The Coppice has developed a good reputation regarding the performing arts through assemblies, school productions and annual Nativity Plays. Within school, singing is prominent, we also have a thriving choir that has participated in regional events.
- Children's cultural awareness is extended through educational visits, as well as visitors to the school (details available on our website)

Promoting the Fundamental British Values

We are a democratic school, and at The Coppice, children have many opportunities for their voices to be heard:

- We have a school council which meets regularly to discuss issues raised in class council meetings. The council has its own budget and is able to genuinely effect change within the school. Two of the three council members for each year class are voted in by their class. The opportunity has been created for our School Council to visit a real local council to see how it runs.
- We have a thriving Eco Council that has driven the 'green agenda', securing us our third Eco Schools Green Flag.
- Every year children in Year 6 have the opportunity to apply for desirable roles in school (e.g. office assistant).
- Children participate in Parents' Evenings.
- We are a Thrive ftc School, part of the remit of Thrive is giving vulnerable children a voice.
- Peer Mediators have the opportunity to resolve disputes on our playground.
- Our website virtual suggestion box is promoted amongst the children.
- Children have regular questionnaires with which they are able to put forward their views about the school.
- During PSHE lessons, in Circle Time, children are actively encouraged to voice an opinion within a controlled forum.
- Children have the opportunity to 'rate their lunch' within the school dining hall.
- We have a good track record of being approachable and accessible to children; Headteacher has regular and individual contact with every child in the whole school

We are a school that promotes fairness and the rule of law:

- The importance of laws ('rules'), whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour (through our Behaviour Policy)
- Through our Zone Board system in particular, children are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are

broken

- Visits from authorities such as the Police and Fire Service help reinforce this message
- Coppice children have a well developed sense of 'fairness' that links to Rule of Law, some of this coming about through our involvement in sports.
- We have a Home/School Agreement that is shared with children and published within our school brochure, with messages reinforced in assembly.

We are a school that promotes individual liberty:

- Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons.
- Whether it be through choice of learning challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.
- We also give careful consideration to vulnerable children and children from disadvantaged backgrounds to ensure that they have the same opportunities as other children (a number of our school policies support this stance: Charging Policy, Equal Opportunities Policy, Accessibility Plan, Medical Conditions Policy).

We are a school that promotes mutual respect:

- As a rights respecting school, mutual respect is at the heart of our values (see our School Mission Statement within our school brochure).
- Children learn that their behaviours have an effect on their own rights and those of others (see school Behaviour Policy).
- All members of the school community treat each other with respect. Our school has a Buddy System that partners up children from Year 6 and Reception where Year 6 pupil model a respectful attitude and approach.
- We are a school that has a reputation for excellence in PE, and attend interschool sports events accordingly. Even if we are unsuccessful at these events, frequently we are commended for our sportsmanship.

We promote tolerance of those of different faiths and beliefs

- The Coppice is situated in an area which is not greatly culturally diverse, therefore we place a great emphasis on promoting diversity with the children.
- We have embraced the Community Cohesion agenda, particularly from the perspective of Multi-Cultural Education
- Assemblies are regularly planned that have the inclusion of stories and celebrations from a variety of faiths and cultures.
- Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school, our RE and PSHE teaching reinforce this.
- We regularly take children to visit places of worship that are important to different faiths.
- At The Coppice we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views; this statement is explicitly included within our policies for Code of Conduct for Visitors (including parents and carers) on Site, our Code of Conduct for School Employees as well as Code of Conduct for School Governors.

Action/Weakness

To improve further we need to:

- Audit SMSC with the assistance of external consultant, develop and implement an action plan accordingly.
- Further embed the Jubilee Centre PSHE scheme/resources across the school
- Further develop links with other communities which have a greater ethnic mix.

Leadership and Management

Overall Judgement: 2

- Our school vision is child focused; we want all pupils to be *'Happy, confident and successful learners.well prepared for life'*. This underpins a whole school ethos which strongly supports learning behaviours (details available in school brochure).
- We have a Sharing Effective Practice Mark for the work we have done with other schools on sharing best practice in Mathematics.
- Key Leaders have had quality L&M training; Deputy Headteacher seconded for headship (2015), as well as participating in NPQH training; Headteacher undergone LLE training. This has impacted positively on the leadership and management of the school, assisting our evaluation processes.
- Regular monitoring of lessons results in clear feedback regarding teachers' subject knowledge and the appropriateness of what is being delivered. Such feedback coupled with coaching has provided good CPD for teachers, improving their practice and quality of provision as well as informing wider whole staff CPD.
- Performance management is effectively used in school to reinforce high standards with strong emphasis on expectation and the Teachers' Standards as well as personal evaluation of skills to inform teacher's own CPD.
- Linked to appraisal, we conduct regular Pupil Progress Meetings with staff where progress in each class is monitored closely and actions/interventions agreed and expectation set.
- We are relentless about developing our staff, spotting talent and creating opportunities to exploit this (e.g. two young teachers lead on Writing in KS1 and KS2 respectively)
- We have a good support, training and mentoring; twelve NQTs have come into the school over the last six years with a good track record of success.
- We have developed robust assessment and moderation systems which have assisted with the setting and getting of targets (Local Authority external moderators commended us on our processes here in Summer 2013).
- The quality of the team has been strengthened by good appointments, improving outcomes for children.
- Good induction processes for new teachers have ensured continuity and consistency of provision. LA moderation (2013-14) judged our induction processes for NQTs as exemplary.
- The leadership maintain a visible presence at key times as well as being actively involved in Learning Walks and 'Drop ins', so we know our school (paperwork available) and effectively use this knowledge in our ongoing evaluation.
- As a leadership group we have focused on making a safe and orderly school that creates an environment fit for learning; we have secured various grants for build work, totalling £2 million to enable this over the last three years. In particular, interventions have benefited from this (evidence available)
- We have actively sought out and implemented a number of things in recent years to improve standards (e.g. Thrive, RWI, Numicon, Big Maths, 'Talk for Writing'). (data available)
- A strong focus on spotting gaps in learning and plugging them (linked to targeted intervention) has assisted the progress of children.
- Communication and sharing of information is good, which ensures consistency (only 3 parents out of 242 surveyed, felt ill-informed about the school's policies and plans).
- The school sets high expectations for children which impacts positively on standards; out of 242 parents surveyed (Nov 2015) no parents disagreed with this viewpoint.
- Being on the doorstep of Birmingham, one of the biggest multicultural cities in Europe, there has been a strong emphasis on multicultural education to *'prepare our children for life'* (school vision).
- We have actively sought school to school support (giving and receiving). During the year 2014-15 this has included three other primary schools, helping improve standards in PSE in particular.

Governance:

- The school aims are revisited by governors at the beginning of each school year, giving governors a clear strategic view of the school (minutes available)
- We start each new school year with a 'Meet the Governors' session, where all staff meet with all governors, and new governors or staff are introduced. This, alongside regular link governor visits, ensure that governors know the school and their attached year group well.
- Shared evaluation with governors provides the rationale for whole school, key priorities. These are explicitly shared with governors in the Autumn Term. Accordingly, all governors are informed.
- During 'Meet the Governors' session, all staff with a responsibility review the progress of the previous

	<p>year's action plan, and share priorities for the coming year with the link governor. This ensures accountability and that governors are aware of priorities.</p> <ul style="list-style-type: none"> • Selected governors (including Chair/Vice Chair) meet every half term with the SMT to review the progress of the SDP and SEF. This ensures accountability and that governors are involved in evaluating progress. • Our SDP is regularly RAG rated and available for all governors to see at any time on a shared Google Drive (alongside other key documents). Accordingly, communication regarding progress is good and governors are kept informed. • A Data Report is presented to all governors, at every full governing body meeting, this includes RAISEonline, FFT Governor Dashboard as well as in house data. In this way governors are best informed about pupil achievement. • A new format of minute taking has been introduced that specifically includes 'Actions', 'Challenges', 'Decisions' which more clearly focuses on accountability. • Governors have completed a skills audit (Autumn 2014), and, when replacing governors, are seeking to advertise for new governors that can fill the skill gap, making the governing body more robust. • Governors are kept aware of outcomes of Performance Management Reviews, and are informed about any capability issues and associated procedures, supporting accordingly (documents available). Headteacher Performance Management is clearly linked to whole school priorities. Accordingly, governors are integral to the PM system, using it to ensure quality of L&M. • Pupil Premium is a regular agenda item, where governors take a keen interest in related spending and outcomes. Annually, full reports are prepared and shared regarding proposed spending linked to targets, and a report reviewing progress against previous year's spending. In this way governors are well informed about the use of Pupil Premium to help overcome barriers.
A/W	<p>To improve further we need to:</p> <ul style="list-style-type: none"> • Creation of a Governor Action Plan with a focus on outstanding governance • Restructuring of leadership of English and Mathematics to create a renewed focus on the different strands. • Ensure appropriate L&M structure as we continue our expansion.

Teaching and Learning:

- SENDCo established in EYFS which has had a significant impact on early intervention.
 - Strong focus on EYFS has established good practice there (confirmed by Ofsted 2012)
 - As a team we work effectively together and collaborate well with other schools and outside agencies to improve and move our practice forward.
 - Careful planning and implementation of a range of interesting and challenging experiences ensures that we concentrate on developing the whole child, supporting them to become resilient, independent and exploratory learners; working alongside our 'dinosaurs' Thinkodocus, Explorosaurus and Tryatops to reinforce good learning. (Nursery) Progressing to critical thinking skills, independence and perseverance in Reception.
 - We have worked hard on getting our EYFS learning environment right (Nursery and Reception classes moved into brand new facilities in September 2014) this has enabled enhanced provision, supporting the best outcomes for children (input from EYFS LA Advisor Caroline Green Nursery only).
 - Induction into our Nursery is carefully planned, this includes an Open Day as well as Stay & Play sessions and Parent Interviews. All of this ensures that we are well informed and best placed to meet the needs of the children.
 - Exceptional transition procedures within school ensure that information about children is passed on to Reception teachers. As well as Stay & Play sessions, before starting Reception, staff carry out home visits to gain as much knowledge as they can about the children. Additionally, a partnership meeting is set up each year by our Nursery leader for all pre-school settings to attend. All of this ensures the best possible start for our children.
 - From induction processes we gain valuable knowledge of each child to complete baseline assessments and use this information to plan effectively and to set up the learning areas which ensure the children have engaging and relevant learning experiences.
 - Initially in Nursery there is a strong focus on the prime areas of learning which ensures a good start to children's learning journey.
 - Ongoing, formative assessment through observation is effectively used to inform future planning, amend current plans and add enhancements to the environment as required. All of this ensures that we respond quickly to the learning needs of our children.
 - We ensure a good balance between adult led and child-initiated activities and that there is depth and breadth across the seven areas of learning to create the best opportunities for learning.
 - When planning, staff use knowledge about children's starting points, their current interests and make good reference to the Characteristics of Learning which ensures the best learning opportunities.
 - Adult led sessions are used well to develop children's gross and fine motor skills and their communication and language skills.
 - All learning areas are well equipped with a range of open ended resources and activities that have been previously used in adult led sessions to allow for continuous provision, so increasing children's independence, engagement and child-initiated learning.
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- Resources are clearly differentiated, are well linked to current assessment and are changed regularly thus ensuring we meet the needs of the children.
 - Having noticed an increasing number of children over the years starting school with underdeveloped language and communication skills, we have:
 1. implemented Every Child a Talker (ECaT) to develop these. This programme has impacted upon the way staff plan and has been used to support children that are identified as being at risk of underachieving, significantly improving their learning and development.
 2. invested in the Speech Link programme for Reception to identify and support children's communication and language needs. This has proved to be effective and has led to us appointing a speech and language team to deliver intervention for those who need extra support (a Speech & Language base is established in our EYFS setting accordingly).

Behaviour and Safety:

- We operate a 'Key Person' system in Nursery and Reception and this really helps children to feel settled and content during their time with us. It is particularly beneficial at the start of sessions. Children have found it easier to leave their parents as they have formed special bonds with their key person.
- Through good interactions with children, staff discover where the children are at, and can deliver the next steps in their learning. These times have a huge impact on children's social skills as staff consistently model good behaviour and support children in forming relationships with their peers.
- Staff are always available at the start and end of sessions for parents to talk to and to pass on important information about their child thus helping ensure the wellbeing of children.
- Through careful planning of activities and good deployment of staff, we ensure children's safety at all times

Partnership with Parents and Carers:

- In both Nursery and Reception, every child has a Communication Book that is filled in by staff and home. We use it to communicate achievements, set targets and to ask parents to revisit and practise skills at home. This ensures a good partnership with parents regarding children's learning. Parents have commented on how useful this system is and have appreciated knowing what their child has done and what they need to further work on.
- Each child has an online learning journey which will be accessed at home by parents. Teachers daily make observations and include next steps in learning.
- In Nursery have started 'Family' sessions whereby we invite a family member to accompany their child to school for special workshops. The aim of these sessions is to show parents and carers how we teach the children and to show them ways they can support their child at home. These sessions have proved invaluable to parents. In Reception, staff carry out parent information evenings that are informed from baseline assessments.

Leadership of EYFS:

- We have an EYFS Action Plan; staff meet monthly to discuss progress against objectives set within this. Link Governors are established within Nursery and Reception, and progress shared accordingly.
- Our Early Years Leaders arrange and lead partnership meetings with other settings and this promotes continuing professional development for all involved.
- Early Years Leaders organise termly moderation meetings with local schools and pre-school settings to ensure that judgements made are accurate.
- Nursery Leader liaises with LA EYFS Advisor to help ensure quality of provision.

Action	See new EYFS action plan.
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