

## Oftsed comments

“Children get an exceptionally good start to school.”

“Pupils’ behaviour is exemplary.” “Pupils are extremely enthusiastic about their learning and are keen to do well.”

“Pupils feel totally safe in school. They rightly attribute this to the care and attention of staff who ensure their safety and well being.”

“Teachers are enthusiastic and have excellent subject knowledge.....other adults are well trained and support pupils’ learning effectively.”

“The school’s values....underpin all it does.”

“Pupils of all ages are keen to take on responsibility as their contribution to school life.”

“Pupils are extremely enthusiastic about their learning. They try hard in lessons and encourage each other.”

“The curriculum is very good. It is exciting and captures pupils’ enthusiasm.”

“The idea of everyone making a difference is encapsulated on the MAD wall.”

“Pupils make rapid progress as they move through the school.”

## How to contact us

Via Sue Parkin, Clerk to the Governing Body

(who can be contacted via the school, Trinity Road, Four Oaks, Sutton Coldfield, West Midlands, B75 6TJ)

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More information is available on the website [www.coppice.bham.sch.uk](http://www.coppice.bham.sch.uk)



## **Governor Newsletter - June 2015**

Dear Parents,

Welcome to the Governor newsletter where we will be sharing with you some information about the Government’s changes to the assessment system in schools and how this might effect reports to parents in the future.

### Message from the Chair of Governors

#### STOP PRESS—OFSTED OUTSTANDING

By now I hope that you will all be aware that Ofsted have judged Coppice to be an outstanding school and have had the opportunity to read the report.

On behalf of the governors I would like to thank the children, all the staff, and everyone connected with the Coppice community for their contributions to what makes us outstanding.

What struck me most when I read the report was how personal it was and how well it reflected the children. Someone mentioned to me that they would be happy to send their children to Coppice if ‘that is how they turn out.’

I would also like to thank my fellow colleagues on the governing body who, as volunteers, give tirelessly of their time to support the school, mainly behind the scenes, to ensure that we do the best we can for the children who pass through Coppice. Ofsted referred to them as ‘fiercely supportive’ of the school and the decisions that are taken to ensure that we go from strength to strength.

One of those decisions was to become a founding member of the Learning Trust for Excellence (LTE) in May 2013. The relationship is mentioned within the Ofsted report and I would like to reiterate the benefit that we receive as a school from being part of the Trust. There is considerable staff development that is undertaken, not to mention significant cost and administrative savings. This form of school to school support is seen as best practice across the city and across the country and is clearly having positive impact on all seven of the Trust schools and the circa 2400 children within them.

Whilst academic success has always been expected at Coppice, I am also particularly pleased that Ofsted speaks about the values and ethos we have. Coppice has always been a school which has believed in recognising the whole child, in offering as many opportunities as possible to everyone and for having high expectations for behaviour and engagement.

Ofsted recognised that children have a genuine wish to Make A Difference for others and also an understanding, that as part of the wider community, they have an obligation to Make A Difference both now and in the future.

Thank you again to everyone who is part of the Coppice community and contributes to making Coppice the school that it is—day in, day out.

**Tony Goddard**

## Who we are

The Governing body is made up of 15 members who are appointed from various different sources.

Tony Goddard	Chair of Governors—Co-opted
Katie Adams	Vice Chair—Parent Governor
Jill Shearer	Foundation Governor
Margaret Barnfield	Local Authority Governor—appointed by the Local Authority.
Ken Blackhurst	Co-opted Governor
Jacob Rickett	Co-opted Governor
Simon Bowen	Parent Governor—elected by parents.
Yvette Brook	Parent Governor.
Tom Williams	Parent Governor.
David Shepherd	Parent Governor.
Karen Bloor	Foundation Governor.
Sarah Stevenson	Staff Governor
Ian Bailey	Staff Governor.
Elaine Gale	Staff Governor.
Richard Green	Headteacher
Susan Parkin	Clerk to Governing Body

It is important to note that all governors carry equal responsibility for the whole and are not representatives of the groups that might have elected them.

Brief information about each governor is available on the website.

## The new curriculum and assessment

As you may know, from September last year, the Government introduced a new national curriculum and changed the way in which schools have to report attainment and progress against that curriculum to parents.

Under the 'old' system, children across the country were assessed against common assessment criteria which allowed schools to 'level' children. Whilst schools could then choose whether to give parents these levels in most year groups, there was a statutory duty to report them in the SATs years of year 2 and year 6. The current year 2 and year 6 will be the last year groups to be reported under this system. One of the flaws of the old system was that children were often labelled with a 'level' and progress was tracked solely in terms of points. Nationally there was a large emphasis on how 'high' a child could attain in levels rather than ensuring that there was a deep and secure learning of the principles taught.

The introduction of the new curriculum last September has seen a fundamen-

tal shift, focusing primarily on assessment as a formative tool for improving teaching and learning, rather than as a tool for labelling the child.

Assessment is primarily done by teachers to identify what a child knows, how well they know it, what they need to do next and whether they are on track to reach the curriculum end of year objectives.

Under the 'new' system, schools have to report children's attainment against the new National Curriculum that was introduced in September 2014 and whether a child is working below, at, or above the expectations for their year group. There is no common terminology for schools across the country and they are at liberty to use whatever language or systems that they wish to.

The fundamental shift for parents is that schools across the country could report in very different ways and that the emphasis in the new curriculum is all about depth, breadth and mastery of the concepts for each year group rather than the more hierarchical expectations that the old 'levels' gave. There is an expectation that children will not be 'rushed' up into next years' objectives but instead concentrate on their current year group to deepen and show real understanding of the objectives taught. This should help to ensure that children do not have 'gaps' in understanding as they move through the education system and are able to apply knowledge in a variety of ways.

Children in reception will continue to be assessed against the Early Years Foundation Stage (EYFS) profile as they are now.

Here at Coppice we have always used assessment to inform our teaching and learning to ensure that lessons are pitched correctly, children learn from where they are and hopefully develop a love of learning and a deep understanding of what they are learning. We know that not all children learn in a regular and linear way and the new system will allow us to show individual progress for each child without there being a requirement to label them as one level or another.

All schools are having to introduce and embed new systems for tracking and reporting and at Coppice we have been introducing a new method that has run alongside the current one. From September, we will move over completely to the new method. The majority of schools within the Learning Trust have adopted the same method to help ensure that there is consistency of expectation across all the schools and support moderation and understanding of the end of year curriculum expectations.

Whilst the end of year reports for this year will be the same as last year, it is very likely that the format and terminology will change for next year. Progress will become much more individualised for each child rather than against a common national scale.

Children will continue to sit tests at the end of years 2 and 6 but it is unclear as yet as to how this will be reported to parents.