SCHOOL PROSPECTUS

2018 2019
Applications for primary schools opens on 1 October 2018

Remember to list three different primary or infant schools

Sign-in or Register for an online school admissions account
- List three primary or infant schools in order of preference
- Make sure you have read the admission arrangements for the schools you are interested in and know how likely it is that your child will be offered a place
- If you have chosen any schools that require you to complete a supplementary information form send that form directly to the school

Submit your online application form
- You will receive email confirmation that you have submitted your application form. Please check this to make sure everything is correct.
- You can amend your preferences right up to midnight on the closing date

- **IMPORTANT**: if you amend your preferences, please ensure you re-submit your application form before the closing date otherwise your application will not be processed
- We will take your final submission as the application to process.

Closing date: Midnight 15 January 2019

It is really important that you apply on time. If you apply late you may be less likely to get a place at one of your preferred schools.
Our Values

At Coppice we have spent time thinking about the values that we want all connected with our school to share.

Our ethos is very important to us and the whole school values that we have agreed upon are:-

- To be happy and have fun.
- To be kind and supportive.
- To take pride in our work and our school.
- To respect others.
- To be honest and trustworthy.
- To have empathy towards others and to be inclusive.
Our School Rules

- We care for each other and show consideration and respect for everyone at Coppice.
- We listen to each other.
- We take pride in everything we do.
- We walk quietly and sensibly around school.
- We look after our own, the school’s and each other’s property.
Meeting the Needs of the Community by Developing The Whole Child

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Welcome to Coppice Primary School and thank you for the interest in our school.

We believe that it is our responsibility to enable children to become independent and confident. Our aim is that all pupils at Coppice Primary School develop the skills necessary to become lifelong learners. They will learn to value themselves and others. They will be inspired and enthused by the challenges we present to them and feel secure and supported enough to try new and difficult experiences. School should be fun; not about acquiring information for the sake of it but about opening doors and visualising new possibilities.

We believe that pupils at Coppice have a right to an education which is inclusive and allows all to realise their potential. In partnership with parents we can make school a happy and enjoyable experience. Pupils should feel safe, challenged and able to meet that challenge. School should provide access to a broad and balanced curriculum, both academic and social. Pupils should experience new and varied challenges and look to meet them with the support of their peers. It is our role, as educators, to enable pupils to envisage the boundless possibilities that lie before them and to enable them to strive to achieve.

Coppice is a co-educational Foundation school maintained by Birmingham Local Education Authority and of no specific religious affiliation. We are part of the Learning Trust for Excellence, a co-operative trust comprising of Four Oaks, Hollyfield, Langley, Little Sutton, Moor Hall and Whitehouse Common Primary Schools.

We control our own finances and direct all resources towards the achievement of our aims. Our effective school planning process includes regular reviews of all aspects of school life to ensure we are meeting the needs of every pupil, maintaining high standards in all areas, and administrating efficiently.

We are able to admit up to 60 children each year and at present have 423 pupils aged between 4 and 11 years old.

**Ofsted 2015**

“Children get an exceptionally good start to school. Teachers design activities extremely well to help develop skills and encourage positive attitudes to learning from an early age. Pupils are extremely enthusiastic about their learning and are keen to do well. They develop excellent learning attitudes from an early age and regularly set themselves high targets for achievement.”

In January 2009 Langley School joined us on site. We operate as two separate schools, but are fortunate to share some of each others facilities. It has proved to be extremely beneficial to the children of both schools and the opportunities that can be offered to them.
The School Day

It is important that children arrive punctually. Teachers are on duty from 08.40 each morning, in the classrooms. Children must be in their classroom by 8.50. Children arriving later than this should report in the first instance to the School Office. Reception children must be accompanied until received by their teacher.

Key Stage 1
Morning 0850 – 1230  Afternoon 1335 – 1525
(21 Hours lesson time per week)

Key Stage 2
Morning 0850 – 1230  Afternoon 1335 – 1530
(23.5 Hours lesson time per week)

The school is organised into 14 classes, 2 in each year group.

Our year groups are as follows:

Foundation Stage and Key Stage 1

<table>
<thead>
<tr>
<th>YEAR GROUP</th>
<th>AGE AT 31-08-17</th>
<th>CLASS SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>4</td>
<td>30 + 30</td>
</tr>
<tr>
<td>Year 1</td>
<td>5</td>
<td>30 + 30</td>
</tr>
<tr>
<td>Year 2</td>
<td>6</td>
<td>30 + 30</td>
</tr>
</tbody>
</table>

Key Stage 2

<table>
<thead>
<tr>
<th>YEAR GROUP</th>
<th>AGE AT 31-08-16</th>
<th>CLASS SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>7</td>
<td>30 + 30</td>
</tr>
<tr>
<td>Year 4</td>
<td>8</td>
<td>30 + 30</td>
</tr>
<tr>
<td>Year 5</td>
<td>9</td>
<td>30 + 31</td>
</tr>
<tr>
<td>Year 6</td>
<td>10</td>
<td>32 + 31</td>
</tr>
</tbody>
</table>

Our staffing structure ensures continuity between Key Stages. We also liaise closely with the secondary schools to which Year 6 pupils move on.
ORGANISATION FOR LEARNING

The curriculum is delivered in a variety of ways according to the nature of the subject and the age of the pupils. Teachers are given the freedom and responsibility to organise the learning to support the need of the children to ensure that the learning objectives are met.

When appropriate, some subjects are taught separately, particularly some Maths and Science skills and concepts. English skills are emphasised at all times since they are necessary for all other learning.

Teachers organise their classes in different ways for different purposes. Children experience ‘whole class’ teaching, ‘group’ teaching and ‘individual’ teaching.

Children may be grouped by ability when appropriate, either within classes or across year groups.

It is not our policy to mix year groups at fixed points, however, classes may be reorganised to support learning if it is felt advisable.

INFORMAL AND FORMAL ASSESSMENT

Our pupils are assessed by their teachers in a variety of informal ways on a continuous basis, which helps to decide how your child’s learning can be taken forward.

In line with National Assessment arrangements children at the end of each Key Stage (Years 2 and 6) will have a more formal assessment using Standard Assessment Tasks (SATs). Children in Year 1 will undertake the Government phonics assessment.

Your child’s progress against end of year curriculum expectations will be included in their annual report and you are welcome to discuss this with your child’s teacher.

Pupils are encouraged to self assess their own learning against agreed success criteria. This helps them to have a greater control of their learning and develop independence.
PASTORAL CARE, BEHAVIOUR AND DISCIPLINE

We are very proud of our caring and considerate reputation. Each class teacher is responsible for their children in conjunction with the Headteacher, duty teachers, lunch supervisors and classroom assistants. We all form part of a dedicated and caring team and will do our utmost to make sure your child is safe, happy and cared for in our school.

Our first priority is your child’s welfare, and therefore there may be occasions when our concern about your child means that we have to consult other agencies even before we contact you. The procedures we follow have been laid down by the Birmingham Safeguarding Children Board and are in our Safeguarding Policy which is available on the school website. Should you ever have concerns about your child’s, or any child’s safety then please speak to the Headteacher.

Pupils are encouraged to be responsible for their own behaviour and actions. Self-discipline is at the heart of effective learning, and your involvement is encouraged because a united approach to this issue is essential.

We reward good, positive behaviour through the ‘Good to be Green’ system with praise, certificates, merit marks, house points, stickers and extra praise from other teachers and the Headteacher.

Sanctions for poor behaviour include loss of privileges, referral to the Head teacher, and in very serious circumstances, exclusion from school.

Ofsted 2015
“Pupils behaviour is exemplary. They are extremely helpful and polite to adults and each other. From Year 2 through to Year 6, they readily take responsibility for looking after younger pupils.”

Ofsted 2015
“Pupils feel totally safe in school. They rightly attribute this to the care and attention of staff who ensure their safety and well being.”
THE SCHOOL CURRICULUM

We aim to provide equal opportunities for all children regardless of special educational needs, gender, ethnic origin, social or economic disadvantage or disability.

In Reception we follow the Foundation Stage Curriculum which then develops into the National Curriculum for Key Stage 1 and 2.

Early Years Foundation Stage Curriculum

The EYFS encourages all children to have the capacity to learn through play with enjoyment and challenge. We will support children’s learning and development by planning to meet each individual’s needs participating in and extending their play in ways that best facilitates their learning.

The EYFS is split into areas:

- Personal Social and Emotional Development
- Physical Development
- Communication and Language
- Mathematics
- Literacy
- Understanding of the World
- Expressive Arts and Design

National Curriculum – Key Stages 1 and 2


Foundation Subjects: History, Geography, R.E, Art, Music, Physical Education and Design Technology, French.

Core Subjects

English

The key to achievement in all curriculum areas is the ability to understand and use English effectively.

Speaking

We develop the speaking skills of the children during question and answer sessions in the classroom, group activities, assemblies and dramatic productions.

Listening

The children are encouraged to ‘understand from listening’ to class lessons, stories, presentations by outside speakers, audio tapes, assemblies, computer software, and musical events to name but a few.
Reading

As enjoyment is a key factor to motivate children to read we provide a huge (and ever growing) range of printed material to cater for all tastes.

Parents are given guidelines on how to support their child’s reading and we use several reading schemes in the early years of school to provide structure and progression.

Writing

We encourage children to express their thoughts and feelings on paper from a very early age. It is a very complex skill and we recognise that learning to write is like learning to speak – children have to practise and receive encouragement for their efforts.

As children become confident in putting pen to paper, we introduce the conventions of spelling, handwriting, punctuation and grammar in a manner appropriate to their age and ability.
Core Subjects

Mathematics

Children experience all aspects of mathematics during each school year. The areas covered are number, shape, space and measures, and data handling. We believe that children master all aspects of maths and develop a depth of understanding that enables them to apply the mathematical skills learned to situations and support their reasoning skills.

The children are taught skills orally and through practical activities, followed up with written work.

At all levels children are encouraged to use and apply the mathematical skills learned to real situations.

It is essential that children understand each step in mathematics, so regular assessment is a feature of our classroom management.

We use a range of printed resources and teachers devise their own materials when appropriate.

They learn many ‘mental maths’ skills, including multiplication tables.

The carefully planned programme of study ensures that key skills are revised regularly, and that all areas of mathematics are covered.

The written methods and their progression are available on the school website.

Most importantly we try to make sure that mathematics is fun so that our children are keen to learn more.

Confidence is vital at all ages and we aim to ensure all children believe that they can succeed in mathematics.

Science

Children are taught the skills and knowledge of Science by experiencing a range of practical activities. They are encouraged to observe, make predictions and hypothesise – in other words to adopt a scientific approach. We aim to develop children with enquiring minds who understand scientific processes, and who know how to test out their theories. Children are given many opportunities to use their knowledge in real situations.
Core Subjects

Computing

This subject is taught in the context of other subjects. It is primarily concerned with the handling and processing of information using electronic devices – computers, synthesizers, video cameras etc. Children learn to communicate and handle information and to use computers to control, monitor and model simple situations.

Children have access to wireless laptop computers and ipads within the classroom from which children access the Internet under supervision.

These computers are used regularly as part of our day to day work - e.g. drafting and redrafting writing, handling data in Maths, Science and Geography, and accessing information in all subject areas.

Children learn a range of ICT skills as they use the computers, and also learn when it is appropriate to use technology and when another method is better.

Safeguarding children is very important in this area and time is given to ensure that children are aware of potential dangers of using ICT and how then can limit them.

Foundation Subjects

History and Geography

We use practical activities and educational visits to make these subjects ‘come alive’ for our children. As well as learning factual information, children learn associated skills such as interpreting a document or reading a map. Studying their immediate environment and others in contrast, enable the children to make judgements and come to decisions.
Art

During each school year, children have an opportunity to use a range of techniques – printing, drawing, painting, and 3D work for example. They study the work of famous artists and are encouraged to experiment with different styles of artistic expression.

Design Technology

Our children are taught an exciting range of skills which enable them to make a wide variety of objects and models. Older pupils plan their activities, decide on their materials, make their object or model and then make an evaluation. This will be based on the object’s fitness for purpose and any modifications for possible improvement. We encourage the children to combine their ‘designing and making’ skills with knowledge and understanding in order to design and make useful objects.

Music

Our children become familiar with musical notation, music from different cultures, play a variety of musical instruments, and are encouraged to create their own compositions. We encourage children to perform in class assemblies and peripatetic lessons are offered from Year 2. We also have our own choir and orchestra.
PHYSICAL EDUCATION

All children take part in a programme of physical education and are taught about the importance of exercise to a healthy lifestyle.

Children spend about two hours per week of school session time in sport-related activity. These include swimming, games, gymnastics and dance and older children take part in athletics and outdoor pursuits.

Sport in School

We encourage the children to sample a wide variety of physical activities and to pursue excellence.

We believe that participation in sporting activities provides opportunities to discover team spirit, good sportsmanship, playing within rules, self-discipline and dedication, all of which will stand them in good stead throughout their lives.

The School has a hard surface play area and an all weather multi-purpose games area. Our hall is used for indoor sport.

Our facilities are used out of school hours by our pupils for a wide range of sporting activities.

We are members of the Sutton Coldfield School Sports Association, and many children take part in competitions.

We have links with Warwickshire Cricket Club who provide coaching in school time for pupils in Key Stage 2.

Each year a small number of pupils take part in a ski course and travel to a European ski resort for a week.

Ofsted 2015

“Pupils have plenty of opportunities to compete in sports against those from other schools. The school has been particularly successful in local football, athletic, cross-country and cheer-leader tournament events.”
RELIGIOUS EDUCATION

Wherever possible, religious education is linked to the themes which draw together the other areas of the curriculum. Children learn about major world religions including Christianity, and are encouraged to develop an understanding of the spiritual dimension of human activity. We encourage them to respect the views of others and aim to equip them to make a positive contribution to our diverse and multi-faith society. This approach complies with the 1995 Agreed Syllabus of Religious Instruction, the 1988 Education Act and the Birmingham Curriculum Statement.

Assemblies

Collective Worship or Assemblies are held daily and cover a wide range of themes. Some are whole school assemblies; some for just Key Stage 1 and Foundation Stage or Key Stage 2 children, and some may take place in the classroom. Members of staff take it in turn to lead school assemblies. On occasions you will be invited to join us for assembly.

You have the right by law to withdraw your child from collective worship or religious education. If you wish to do so you should speak to the Headteacher.

SEX EDUCATION

Sex education is taught within the context of health education and science. It includes work on relationships and respect for self and others as well as biological fact. Parents are given an opportunity to see the materials used in our Year 6 sex and relationship education programme prior to their use, in order to enable follow up at home if this is appropriate.

Parents have the right to withdraw their children from all, or part of, sex and relationship education, except that which is required as part of National Curriculum Science.
SPECIAL EDUCATIONAL NEEDS/DISABILITIES

Each child has individual needs and talents that we aim to develop or strengthen. Some children may be very talented in certain areas and some may experience difficulties.

Teachers therefore plan learning experiences to ensure that children extend what they already know and progress at a rate appropriate to their ability.

Regular assessment, enables us to monitor the progress of children of all abilities, and to provide appropriate work.

We expect children to do their best at all times. Pupils with special abilities are encouraged to have expectations of themselves which match their gifts, and are encouraged to take up challenges that raise those expectations.

Initial responsibility for identifying and supporting children with learning difficulties lies with class teachers. They will formulate programmes of work to support such children and will keep parents informed.

If difficulties persist they will consult the school’s special needs co-ordinator, who will advise on further programmes of work.

Whenever we believe a pupil requires further support we call upon services available from the Local Education Authority. Parents will be consulted if we consider this to be necessary. These include advisory teachers, support teachers and educational psychologists. A register of pupils who have learning difficulties is maintained by the special needs co-ordinator. We also maintain records on children’s gifts and talents.

Additional help is provided for pupils at Stage 2 and above on our Special Needs Register. A copy of our Special Needs ’Local Offer’ is available on the website.

Ofsted 2015
“Disabled pupils and those who have special educational needs make similar outstanding progress. Their needs are identified early in their school life and appropriate support provided for them to do extremely well alongside their classmates.”
LUNCH TIMES

Balanced nutritious meals are prepared and served on school premises. Most children eat school meals, but you may send sandwiches if you prefer.

Every Key Stage 1 (Reception, Year 1 and Year 2) child is entitled to a free school meal at lunchtime. We will ask you at the beginning of term to complete a form indicating whether your child will have a school meal bring a sandwich from home.

If you wish to change your child’s lunch arrangements please give the school secretary one half terms notice. Dinner money for Key Stage 2 children should be paid via the online payment system.

ATTENDANCE AND PUNCTUALITY

Regular attendance and punctuality affect educational progress and the children’s attitude to work. We ask parents to ensure their children attend regularly and arrive punctually.

FAMILY HOLIDAYS

Family holidays should not be taken in term time. The 2013 amendment to the Education (Pupil Registration) (England) Regulations 2006, means that Head Teachers may no longer authorise leave during term time except where circumstances are exceptional. If your child takes leave that has not been authorised by the Head Teacher, it will result in the absence being recorded as “unauthorised”. Please understand that this may lead to the issuing of a penalty notice and legal action being taken or your child losing their school place.

Regular attendance is an important factor in your child’s performance at school. Time off for holidays is not a right. The full guidance is available to view on the Coppice website.

ABSENCES

Parents should advise the school if a child is unable to attend and a letter of explanation should be sent. All schools are required to publish data referring to absence.

An authorised absence is one for which the school has received adequate explanation (illness, unforeseen circumstances etc).

For the period September 2017—July 2018 the attendance percentage was 96.94%.

The percentage of sessions missed through authorised absence was 0.74%.
ILLNESS

Children who are ill should be kept at home until fully recovered, and if they have an infectious illness they must not return to school until they are totally free from infection. In the case of sickness and diarrhoea children should not return until they have been symptom free for 48 hours.

If children are taken ill in school we do all we can to make them calm and comfortable. It is vital that we can contact parents or other emergency contact during the school day. Please inform school immediately if you change your address, telephone number or other emergency arrangements.

MEDICAL INFORMATION

If a child needs to take medication during school hours we recommend parents visit at break time to administer.

Children may keep inhalers readily available in classrooms provided teachers are informed and children know exactly how to use them.

The Headteacher may accept responsibility for administering prescribed medication under special circumstances.

SCHOOL HEALTH SERVICE

The School Nurse usually visits to do a height, weight and hearing check on reception children during their first year in school. Parents will be notified and invited to attend these medicals if preferred. These are followed up in Year 6 with the measuring of height and weight. This information is stored locally by the NHS and Local Authority for the purpose of providing results to parents and for planning local services.

Hearing and Vision checks are carried out at various stages during the time your child spends at this school.

Our school nurses are the Falcon Lodge School Nurses Team and can be reached on Tel 0121 465 5232, are responsible for the organisation of these checks.
Reception Pupils

Legally children have a right to a school place at the beginning of the term after their fifth birthday. In schools controlled by Birmingham Local Education Authority they may come to school at the beginning of the academic year in which they will be five.

A child who is four years old by 31st August may come to school the following September if his or her parents so wish. If not they may reserve the right for the child to start at the statutory time.

Priority is given to looked after children, children with brothers or sisters in school at the time of admission and then to those living closest to school, measured by straight line distance on a map.

The Local Education Authority should send parents with pre school age children a pre-printed ‘preference form’ by the end of the October prior to the child starting school. Parents are encouraged to access the ‘Information Booklet only and make their application online. Local schools will advertise their ‘Open Mornings’ to help parents to make their final choices.

Older Pupils

Individual Schools now maintain In-Year waiting lists. Parents will need to complete an “Application for a Change of School Form”. The application form is available from individual Schools or from School Admissions and Pupil Placements Service 0121 303 1888. The waiting list gives priority to children with brothers and sisters already at the school and then to children living closest to the school. Schools are able to offer places to children if they have a vacancy in the required year group.
Parents are always welcome at Coppice. Each term you will be invited to come and discuss your child’s progress and achievement with his or her teacher.

You will also be invited to visit the school when your child is taking part in an assembly or other special event.

The Headteacher, staff and governors are committed to working in partnership with parents and to communicate as effectively as possible.

**Homework**

Parents value the commitment by school to provide homework each week. We ask for support in ensuring that children do the work well and on time.

The work is set by the class teacher, is appropriate to the age of the children and is explained to parents at the beginning of the school year. It may assist individual children or support aspects of the curriculum.

The homework policy is available on the school website.

**Extra Curricular Activities**

Children are able to participate in a wide range of activities throughout the year. Currently these include choir, orchestra, dance, drama, chess, art, gardening, netball, football and a wide range of sporting activities.

Residential visits in this country and abroad are much enjoyed by older pupils.

**Helping in School**

Your help in school is much appreciated. Helping is the best way to get to know how the school

**Ofsted 2015**

“Pupils are extremely enthusiastic about their learning. They try hard in lessons and encourage each other. Pupils engagement and enthusiasm for school contributes to their above average attendance. Parents agree that their children are happy at school.”
SCHOOL UNIFORM

The school colours are gold, forest green and grey and designed to be attractive and comfortable. Parents must mark all items of clothing and personal property with the child’s name.

Trainers should not be worn to school. Hair bands should be plain.

The PTA sell P.E T-shirts and specific crested items, such as Sweat-shirts, fleeces, cardigans etc on days notified in advance between 3.00 p.m and 4.30 p.m. Alternatively order forms can be obtained from and returned to the office. Parents are then notified by Groupcall Text when orders are ready for collection or they can be sent home with your child.

Uniform

Grey trousers or shorts, gold, white or grey polo shirt or shirt, they can also wear (optional) forest green sweatshirt, pullover or fleece, grey or white socks and black shoes.

Grey skirt, pinafore or trousers, gold, white or grey polo shirt or blouse, school tie (optional) forest green sweatshirt, pullover, cardigan or fleece, grey or white socks, green, white or grey tights and black shoes, school purse with crest (optional). Summer dresses in a green check or stripe may be worn in warm weather.

PE Kit Key Stage 1

T Shirt in house colour, forest green PE shorts, black pull on pumps, PE kit bag.

PE Kit Key Stage 2

Same as Key Stage 1 with additional items: tracksuit bottoms (optional), pumps for indoor use, trainers for outdoor use, warm top or tracksuit.
Jewellery
We would prefer children to wear no other jewellery than a watch. However they may wear stud earrings, but will be required to remove these during P.E and games lessons.

SAFETY IN SCHOOL

Road Safety Guidelines
The safety of our children is always of prime concern. Please follow these guidelines:

- Use drop off bays to drop off, not to park
- Do not park near the school gates
- Do not park on or opposite zigzag lines
- Do not park on corners or obstruct driveways
- Teach your children their kerb drill
- Exercise care and attention at all times
- Be alert to the dangers of crossing roads outside and near school and the car-park entrance.

Children and parents are requested to always use the pedestrian gates for entry and exit – children are not allowed in the car-park area.

One Way Drop Off and Collection System
In the mornings and afternoon parents in cars should approach school from the Ley Hill Road direction.

Bikes and Scooters
Pupils can come to school on bikes and scooters and store them safely in the bike sheds during the day. Please ensure that children dismount from scooters and bikes at the school gate, and do not ride them on the premises.

Ofsted 2015
“The school’s work to keep pupils safe and secure is outstanding. They feel totally safe in school as a result of robust systems to keep them safe and adults’ diligence and care on checking on pupils well-being.
Money—Parent Pay

We operate a convenient way to pay for school meals, trips and after school clubs which is online. ParentPay offers you the freedom to make payments whenever and wherever you like via a secure online account, activated using a unique username and password; you will be prompted to change these and keep them safe and secure. Making a payment is straightforward and ParentPay holds a payment history for you to view at a later day; no card details are stored anywhere in the system.

When your child starts Coppice School, we will send you an activation letter which will include your username, password and simple instruction of how to log on. If you experience any problems or need assistance logging on, the Coppice office staff are happy to help you to do this. Once you have activated your account you are able to make online payments straight away.

This method of payment will make it easy and convenient for you to pay for trips, music tuition, school meals and extra curricular clubs for your child.

COMPLAINT PROCEDURE

We follow guidelines laid down by the Secretary of State for Education and Birmingham Education Authority.

There are three levels at which a complaint can be made. The procedure is:

1. In the first instance parents should approach the class teacher.
2. If not satisfied the complaint should be heard by the Headteacher.
3. If satisfaction is not obtained a formal complaint should be made in writing to the Governing Body.

Please see the full policy on the school website.

CHARGING POLICY

A policy for the school has been approved by the governing body for visits which take place within the normal school day. The law does not allow schools to insist that parents pay a reasonable sum towards the cost of coaches, admission fees and insurance.

We therefore ask parents to consider a voluntary contribution towards the cost incurred in arranging certain trips, which we consider to be of educational value. If insufficient funds are forthcoming we may have to consider cancelling visits, as we are unable to cover costs from school funds.

Parents are asked to pay for peripatetic music and speech and drama lessons.

If families are in receipt of certain benefits charges may be waived. The Headteacher will be happy to provide further details.
THE SQUIRRELS CLUB

Squirrels Club offers an Extended Day-Care facility for the children of Coppice Primary School. The Club is open from 7.30 am until start of school and then from 3:30 pm to 6:00 pm. Full Day-Care is also available during school holidays and Teacher Training Days.

Further information is available from Suzanne Bullock 07442 530274 or 0121 675 8298, email kidsclubstb@gmail.com.

LITTLE RAINBOWS NURSERY

This Nursery school for preschool aged children has close links with Coppice School and is situated within the same grounds.

Further information is available from Mrs Jo McGown on 0121 675 2228.

PARENT TEACHER ASSOCIATION

Our children benefit enormously from the money raised by parents. We receive a wide range of resources including books and equipment, which enhance learning for all children.

The school has an enthusiastic and hard-working PTA who organise fundraising and social events. The PTA made a substantial contribution towards our All Weather Pitch. If you would like to join please put your contact details in the yellow PTA box by the office at the front of the building.
# 2018: Statutory National Curriculum Assessment - End of Key stage 2

## Comparative Information for Parents

**School:** Coppice Primary School

**DfE:** 3302464

The information given below is based upon the assessments of all children in the school who were Year 6 in the academic year 2017-2018.

Information is also provided about provisional national results from 2018.

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>the percentage of pupils achieving the expected standard in <strong>reading, writing and mathematics</strong></td>
<td>87.0%</td>
<td>64%</td>
</tr>
<tr>
<td>the percentage of pupils achieving the expected standard in <strong>reading (test)</strong></td>
<td>90.0%</td>
<td>75%</td>
</tr>
<tr>
<td>the percentage of pupils achieving the expected standard in <strong>writing (TA)</strong></td>
<td>95.0%</td>
<td>78%</td>
</tr>
<tr>
<td>the percentage of pupils achieving the expected standard in <strong>mathematics (test)</strong></td>
<td>94.0%</td>
<td>76%</td>
</tr>
<tr>
<td>the percentage of pupils achieving the expected standard in <strong>grammar, punctuation and spelling (Test)</strong></td>
<td>95.0%</td>
<td>78%</td>
</tr>
<tr>
<td>average scaled score in <strong>reading</strong></td>
<td>109.0</td>
<td>105</td>
</tr>
<tr>
<td>average scaled score in <strong>mathematics</strong></td>
<td>109.0</td>
<td>104</td>
</tr>
<tr>
<td>average scaled score in <strong>grammar, punctuation and spelling</strong></td>
<td>111.0</td>
<td>106</td>
</tr>
</tbody>
</table>

## Notes

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- 
-
Key stage 1 comparative report
This information allows you to compare your child’s performance at the end of key stage 1 with the attainment of other year 2 pupils in our school this year, and across England in 2017.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of pupils achieving the expected standard: school (2018)</th>
<th>Percentage of pupils achieving the expected standard: nationally (2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English reading</td>
<td>93%</td>
<td>75%</td>
</tr>
<tr>
<td>English writing</td>
<td>82%</td>
<td>70%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>87%</td>
<td>76%</td>
</tr>
<tr>
<td>Science</td>
<td>100%</td>
<td>83% (2017)</td>
</tr>
</tbody>
</table>