

Coppice Academy

Address: Coppice Road, Solihull, West Midlands, B92 9JY

Unique reference number (URN): 149927

Inspection report: 30 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Leaders have created a highly inclusive culture in which all pupils are supported to succeed. Staff identify pupils' needs quickly and accurately. They regularly review provision and make swift adjustments when needed.

Staff induction and training are thorough. Leaders provide detailed information about each pupil's needs, ensuring that staff have the knowledge, understanding and confidence to meet them successfully.

Leaders and staff work closely with specialists, external agencies and families to provide the right provision for each pupil. Leaders use additional funding well to strengthen pupils' language and communication skills, ensuring that disadvantaged pupils receive targeted support to overcome their barriers to learning. As a result, pupils learn successfully and communicate confidently with adults and their classmates. Staff build positive and productive partnerships with families, including those known to social care, so that pupils receive timely help when they need it.

Staff adapt learning in a range of ways to enable all pupils to access the curriculum successfully. Pupils with more complex needs benefit from calm spaces and sensory areas that help them regulate their emotions, build resilience and maintain positive well-being.

Leadership and governance

Strong standard ●

Leaders are deeply committed to creating a school where every pupil can thrive. This ambition underpins all aspects of the school's work and is reflected in a culture of high expectations for both pupils and staff. Leaders are determined that every pupil achieves success, both academically and socially. They keep a sharp eye on identifying and meeting the needs of pupils with special educational needs and/or disabilities, as well as those who face additional barriers to learning. Leaders' collaborative partnerships with parents further enhance this work.

Trust leaders and governors know the school well and use their thorough knowledge and understanding to inform their decision-making. They provide detailed oversight and professional challenge to ensure that improvements are fully embedded and sustained over time.

Staff speak highly of the school's leadership. They appreciate the way leaders consider their workload and actively promote wellbeing. This creates a positive working environment, in which staff feel valued and supported.

Leaders at all levels support colleagues across the trust and share their expertise. They work collaboratively with other schools and professionals to learn from and share good practice.

Staff, including those at the beginning of their careers, benefit from a comprehensive programme of ongoing training. This enables them to continually develop their expertise and

refine their practice. Professional learning opportunities include coaching, modelling and training. This supports staff to strengthen their teaching and leadership skills over time. As a result, staff rapidly develop their knowledge, skills and confidence.

Personal development and wellbeing

Strong standard 

Leaders have created a highly inclusive culture nurturing a sense of belonging, ensuring that pupils feel known, valued and supported. The school's work is carefully designed to help pupils develop confidence, resilience and ambition while preparing them well for life beyond school.

The personal development curriculum is comprehensive and well planned. The programme of personal, social and health education and relationships education includes age-appropriate coverage of key themes such as puberty, healthy relationships, consent and online safety. Pupils are encouraged to understand and celebrate difference through a range of initiatives and working with visiting speakers. The programme of assemblies promotes aspirations, achievement and positive attitudes to learning. Partnerships with outside organisations, such as the local police and charities, further help to bring the offer to life.

Pupils enjoy the wide range of opportunities that broaden their horizons. They take part in visits to the local university, the theatre and famous London cultural centres. They benefit from a wide range of clubs and other activities. These include eco club and the school choir. Initiatives such as the 'Tenner Challenge' help develop pupils' financial skills. Pupils learn to play musical instruments, which includes whole class guitar lessons. Leaders check carefully that all pupils benefit from these opportunities. They ensure that disadvantaged pupils, and others who may face barriers, fully take part in school life.

Pupils develop leadership skills and a sense of responsibility through a wide range of roles, including the school council, pupil leadership team, house captains and the school's pupil Prime Minister. They contribute positively to school life and understand the importance of active participation in their community.

The school places an emphasis on pupils' wellbeing. Leaders know pupils and families well and provide effective pastoral support through dedicated staff, specialist mental health provision and partnerships with external agencies. Pupils are well prepared for the opportunities, responsibilities and experiences of life in modern Britain and beyond.

Expected standard

Achievement

Expected standard 

Pupils are generally well prepared for the next stage of their education. Outcomes in national assessments at the end of key stage 2 have been broadly in line with national averages over time. However, disadvantaged pupils have not always achieved as well. Leaders have identified these differences and taken effective action to address them. Gaps in the achievement of disadvantaged pupils compared with their peers are closing rapidly, particularly in writing. As a result of leaders' targeted support, pupils with special educational

needs and/or disabilities and disadvantaged pupils are overcoming barriers to their learning. Pupils achieve well from their starting points.

Pupils typically develop increasing fluency in reading and confidence and accuracy in their writing. They develop the key knowledge and skills they need for future learning. Pupils know, understand and use subject-specific vocabulary across a range of subjects.

Attendance and behaviour

Expected standard 

Pupils enjoy coming to school and arrive punctually. Leaders have established effective systems to monitor attendance, identify concerns quickly and evaluate the impact of their actions. Leaders have identified attendance patterns and trends accurately and have prioritised reducing persistent absence. Their work is having a positive impact. Attendance has improved over time, and persistent absence has reduced for all pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). Attendance for disadvantaged pupils is now closer to national figures, and fewer pupils are missing school regularly.

Leaders take a tailored approach to attendance, carefully considering the circumstances of individual pupils and families. Leaders promote high expectations through regular communication and assemblies, ensuring that pupils understand the importance of attending school regularly for both their achievement and personal development.

Pupils generally behave well. They follow instructions and settle quickly to learning. During social times, pupils play well together. They have respectful attitudes towards staff and classmates. Where behaviour falls below leaders' expectations, staff respond effectively. They ensure that pupils, including those with SEND, understand the impact of their behaviour and how to make better choices in the future. Bullying is rare and dealt with quickly. Pupils are confident in speaking to trusted adults if they have any worries or concerns. They know these will be dealt with appropriately. As a result, they feel happy, safe and supported in school.

Curriculum and teaching

Expected standard 

Leaders have designed a broad, ambitious and well-sequenced curriculum that identifies the most important knowledge and skills pupils need to learn. Leaders have set out the order in which key facts and skills are taught to enable pupils to build on their learning over time.

Leaders have prioritised the teaching of pupils' core knowledge and skills. They have established clear and effective approaches to the teaching of early reading, phonics, writing and mathematics. Across a range of subjects, staff use well-chosen resources and promote pupils' use of subject-specific vocabulary.

Staff have secure subject knowledge and receive the training and support they need to deliver the curriculum effectively. They make appropriate adaptations to learning, particularly in English and mathematics, to ensure that pupils can access the curriculum successfully.

The school's assessment systems are robust and well understood by staff. Teachers regularly check what pupils know and can do, using this information to identify strengths,

address gaps in learning and inform future teaching. Staff identify pupils who are at risk of falling behind and provide additional support where needed.

Occasionally, there is some variation in the development of pupils' knowledge and skills across some subjects, including their writing.

What it's like to be a pupil at this school

Pupils thrive in this diverse and highly inclusive school. The school works closely with the many communities it serves, building positive and trusting relationships with families.

Pupils are well supported from the moment they arrive each day. If pupils have concerns, staff make every effort to support them. Pupils feel listened to and feel safe. Pupils know how and when to share their feelings, and they get help as soon as they need it. Learning is carefully adapted to meet pupils' individual needs, with additional support and resources provided where necessary. Parents comment positively on the high level of support and care provided for their children, especially pupils with special educational needs and/or disabilities (SEND).

Staff have a deep understanding of the factors that can affect a child's learning and wellbeing. They identify barriers early and act quickly to address them, for example in the support provided for pupils who speak English as an additional language.

Pupils develop their skills well in reading, writing, language and mathematical skills because of the school's sharp focus on these key areas. Pupils, including those with SEND and disadvantaged pupils, achieve well from their starting points.

Pupils know that leaders listen to and value their views. Pupils contribute to improvements across the school. For example, members of the school council played a key role in developing a trust-wide arts project.

Pupils' attendance is improving because leaders work closely with families to overcome barriers to regular attendance. Pupils behave well and show self-discipline, needing few reminders about expectations. Social times are calm and positive. Bullying is rare and dealt with quickly. Pupils treat one another with respect and celebrate their differences. Older pupils have a clear understanding of fundamental British values and know how to contribute positively to both the school and the wider community.

Next steps

- Leaders should continue to embed their attendance strategy, ensuring that they closely monitor attendance patterns and intervene quickly where concerns arise, particularly for vulnerable pupils.
- Leaders should continue to strengthen the delivery of the wider curriculum, ensuring consistent approaches to the development of pupils' knowledge and skills across all

subjects, especially in writing.

About this inspection

This school is part of Arden Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO) Martin Murphy, and overseen by a board of trustees, chaired by Celia O'Donovan.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the CEO, the associate headteacher, the deputy headteacher, the Director of Education, the SENCo, the office manager, trustees, governors from the local governing board including the chair, parents and pupils during the inspection.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Associate Headteacher: Mel Green

Lead inspector:

Paul Newby, His Majesty's Inspector

Team inspectors:

Zoe Jackson, Ofsted Inspector

Harjit Chahal, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 30 June 2026

School and pupil context

Total pupils

226

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

260

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

27.43%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.42%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

21.24%
Well above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (final)	60%	62%	Close to average
2023/24 (final)	56%	61%	Close to average
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (final)	75%	75%	Close to average
2023/24 (final)	72%	74%	Close to average
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (final)	69%	72%	Close to average
2023/24 (final)	63%	72%	Below
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (final)	72%	74%	Close to average
2023/24 (final)	70%	73%	Close to average
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (final)	33%	47%	Below
2023/24 (final)	33%	46%	Close to average
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (final)	50%	63%	Below
2023/24 (final)	61%	62%	Close to average
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (final)	42%	59%	Below
2023/24 (final)	50%	58%	Close to average
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (final)	38%	61%	Below
2023/24 (final)	33%	59%	Below
2022/23		59%	

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (final)	33%	69%	-36 pp
2023/24 (final)	33%	67%	-34 pp
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	61%	80%	-19 pp
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (final)	42%	78%	-37 pp
2023/24 (final)	50%	78%	-28 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	38%	81%	-43 pp
2023/24 (final)	33%	79%	-46 pp
2022/23		79%	

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.7%	5.2%	Above
2023/24 (3 term)	7.0%	5.5%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	18.5%	13.0%	Above

Year	This school	National average	Compared with national average
2023/24 (3 term)	17.2%	14.6%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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