

**PROSPECTUS 2020 - 2021**

# Directions

From M6 (North) leave at Junction 11, at the roundabout, take the 4th exit onto Warstone Rd/A462. Continue on A462 for 4 miles. At the roundabout, take the 3rd exit onto Lichfield Rd/A4124. Turn Right onto Peacock Avenue. Turn left onto Whiston Avenue. Turn left onto Eccleston Road.

From M6 (South) leave at Junction 11, at the roundabout, take the 2nd exit onto Warstone Rd/A462, then continue as above.

From Wolverhampton City Centre, take A4124. At the roundabout, take the 2nd exit onto Wednesfield Way/A4124, at the roundabout, take the 2nd exit and stay on Wednesfield Way/A4124. At the roundabout, take the 1st exit and stay on Wednesfield Way/A4124, at the roundabout, take the 3rd exit onto Lichfield Rd/A4124. At the roundabout, take the 2nd exit and stay on Lichfield Rd/A4124, at the roundabout, take the 1st exit and stay on Lichfield Rd/A4124. Turn Left onto Peacock Avenue. Turn left onto Whiston Avenue. Turn left onto Eccleston Road.

“The school is a harmonious and tolerant community. Relationships between pupils and staff are strong.”  
Ofsted

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# Welcome to Coppice



Mrs Holloway  
Executive Headteacher



Mrs Gilbert  
Head of School

We are delighted to welcome you as a parent interested in sending your child to Coppice Performing Arts School. We pride ourselves on providing an educational journey that is challenging, rewarding and enjoyable. Education is a partnership between students, parents and teachers, which produces positive results when we work together.

Coppice Performing Arts School has a strong tradition and ethos embracing the specialism of performing arts. This ambition and aspiration is translated across all subject areas as we continue to drive the success and achievement of students across all year groups and all subjects. We acknowledge there is much still to do but are delighted with our most recent examination results this summer at both Key Stage 4 and Post 16. Our determination to continue this improvement centres around a relentless focus on providing the best quality systems for our students and staff. Our partnership with Heath Park and Moseley Park as part of the Central Learning Partnership Trust has provided the platform for the school to begin to enjoy success. This structure provides the very best opportunity for curriculum development and significantly contributes to the school improvements in teaching, learning and student outcomes.

Our GCSE results this summer have improved significantly on previous years. Students at Coppice are making progress in line with similar schools nationally and in some areas are making more progress than their counterparts. We continue to strive to do even better as we equip our young people for the next phase in their education, training and employment. We have recruited more young people into our sixth form this September, including a number from neighbouring schools who have chosen to study with us. All students who

“The school has a strong and proud tradition of excellence in the Performing Arts”  
Ofsted

completed their Post 16 courses this summer were overjoyed with their results securing more university places than previous years and allowing our brightest students to access the very best apprenticeships on offer.

Academic achievements are a very important element of the daily routine at Coppice. We do also promote the wider enrichment opportunities for students within and outside the curriculum. A range of extra-curricular activities provide sport, drama, dance and the arts alongside homework clubs and specialist societies. Our developing House activity programme also allows us to develop softer skills with our young people as they create competition and celebration among their peers, staff and the wider community.



This prospectus will, we trust answer many of your questions. Please keep it for future reference. We are very proud of our school and are more than happy to offer the chance to visit our school at any time. Please contact our reception to make an appointment should you wish to come and see for yourself what makes Coppice Performing Arts School such an exciting school to be part of.

We look forward to meeting you in the near future.

Sincere regards

Mrs Holloway OBE  
Executive Headteacher

Mrs Gilbert  
Head of School

“Governance is strong in the school, providing a good level of support and challenge to leaders”  
Ofsted



# Coppice Performing Arts School

Coppice Performing Arts School has, over recent years, established itself as a successful school in which students of all abilities can thrive. Our rapidly expanding sixth form, which we share with Heath Park and Moseley Park along with the high numbers in our lower school years are providing opportunities to develop a wider and more appropriate curriculum for our students, one which will best equip them for a successful school career and in turn for taking a pro-active role in the rapidly changing society in which they live. The ever increasing diversity of our school population brings so many unique learning opportunities to our door and is something which we should embrace wholeheartedly, celebrate and build upon.



The developing curriculum must encapsulate twenty first century concepts and provide opportunities for students to develop a set of attributes, skills and attitudes that will enable them to create and thrive on challenge, develop confidence, self-reliance and willingness to embrace change. Our aim is to develop active learners with a capacity to shape their future and the future of our community.

We are a truly comprehensive school and cater effectively for all abilities, including the most able. The founding of the Excellence Academy allows the most able learners to be further challenged and to challenge themselves not only through the knowledge they acquire but more importantly through the means by which they acquire that knowledge. The Excellence Academy provides the ideal experience for progression through secondary education to the most prestigious and competitive universities.

A two year Key Stage 3 curriculum model is a thematic, literacy based curriculum, underpinned by the acquisition of skills and competencies, with the aim of creating a more autonomous learner, better equipped to maximise the opportunities that the remainder of their formal education will provide and more importantly face the challenges that 'life-long learning' will present.

# Our Aims and Aspirations

The aims of the school are broad statements of intent for all its students, rather than qualifications to be achieved by individuals. The most important aims at Coppice are:

- To foster respect for the individual and tolerance for the views and moral values of all races, religions and cultures.
- To help each student to become a valuable and valued member of the community.
- To assess the potential of students, to encourage their talents and abilities and to develop the basic skills which will be needed in adult life, in a fast changing world.
- To strengthen the foundation of skill knowledge on which further training and education can be built throughout life.
- To improve standards in teaching and learning and provide greater educational opportunities for our students, our partner schools and our community, through the vehicle of the specialism of Performing Arts.
- To provide a working environment in which learning and achievement are respected at all times.
- To help students to think realistically about their own potential and prospects and prepare them for adult life by helping them to understand our society and how it works.
- To establish a happy environment in which teaching and learning are always equated with enjoyment.
- To encourage, in all members of the school family, a constant awareness of the needs of others and to foster love and care for one another as individuals and as members of the group.
- To ensure that there is full equality of opportunity for all students.
- To ensure that no child is ever denied access to any part of the school's provision on the grounds of administrative 'convenience'.



# Excellence Academy

The Central Learning Partnership Excellence Academy is an exciting and unique opportunity available to students who move into Year 7. The Excellence Academy will deliver educational outcomes comparable to 'selective' schools and guarantees qualifications, for those completing the programme, which will facilitate access to 'Russell Group' universities. We are able to make such guarantees because of the unique curriculum opportunities that will be delivered by a discrete team comprising solely of 'outstanding' teachers. In addition, and most crucially, support from parents/carers will be integral to the process.

An Excellence Academy accessible through your local neighbourhood school will deliver the quality of education and results that parents have previously sought either through travelling to schools across the other side or beyond the City or by 'going private'. Whilst not decrying such routes, we are providing through the Central Learning Partnership Excellence Academy a local alternative.

The Excellence Academy is aimed at those students who have an aptitude for studying at the very highest levels and will ensure that they are encouraged and supported to always be working at the point of 'personal challenge'. The curriculum will be tailored to meet their needs and will be stage not age based, with examinations being sat at the point of readiness.



All students achieving outstanding English and Maths scores, that are in the top quintile when compared to National scores can apply for the Excellence Academy and all will be invited for interview. There are other key criteria that will determine acceptance into the Excellence Academy which relate primarily to positive learning habits and these can be determined by objective measures such as attendance and punctuality. There will be additional expectations placed upon Excellence Academy students, in particular a commitment to an extended day and to regular homework. We are anxious to establish from the outset the very best learning habits in all Excellence Academy students. In return the Excellence Academy students will benefit from being amongst the 'brightest sparks' in one school working on a regular basis with the 'brightest sparks' from partner schools on a shared curriculum, enhanced by regular educational visits and delivered exclusively by 'outstanding' teachers.



# Exam Results 2019

## Key Stage 4

We are committed to our pursuit for excellence and will therefore strive to make even further improvements next year. What is important is not the pass rate for Coppice, it is the young people behind these figures that matter. We will continue to ensure that students have a broad and balanced curriculum, providing relevant pathways for their future progression.

2019 outcomes	
Higher passes in English & Maths	32%
Higher passes in English	48%
Higher passes in Maths	38%

## Key Stage 5

Innovative curriculum developments based on individual interests, abilities and aptitudes have resulted in improved attainment Post 16. The Average Point Score per Entry has improved year on year, this year standing at 31, equivalent to a grade C+.

This is a remarkable achievement, placing us significantly ahead of the national average. This is down to the hard work of all concerned and reflects the ‘can do’ ethos that we have established at Coppice. It is also pleasing to report that all students wishing to matriculate to university did so, the overwhelming majority to their first choice destination.

2019 outcomes	
Average points score per student	89
Average points score per entry	31

“All teachers are very helpful and supportive towards my child’s specific issues and targets”  
Year 9 Parent

# Curriculum

The curriculum at Coppice Performing Arts School has been reviewed to carefully consider the breadth, balance, relevance and equality of opportunity for each individual student. As well as teaching students how to learn, we aim to develop their own ideas and develop positive attitudes through knowledge gained by their own enquiries. At Coppice our aim is to develop and deliver a curriculum that prepares our young people for the 21st Century: a post-industrial economy and society.

Our content driven, subject based curriculum is supported by one that is skill-based, develops personal competencies and provides an understanding of the global dimension of modern life. We have a curriculum, where teachers become facilitators of learning and in which, our students become more autonomous in their learning and incrementally develop their learning capacity.

## Key Stage 3



Students at Coppice follow a Key Stage 3 curriculum for two not three years as is the norm. We believe that better liaison with our primary partners and increased pace and rigour will lead to attainment after two years being in line with that achieved previously over three.

Students in Key Stage 3 will follow a curriculum designed to aid transition from Key Stage 2. It is a curriculum that enables, empowers and encourages, providing students with opportunities to work in an exciting, creative, competence led environment.

Students engage in a thematic, integrated approach to the curriculum, with an emphasis on Literacy. In addition to this, students will have access to all other subjects. They also spend a significant amount of taught time with their Home Tutor which enables the tutor to know the child better than anyone else in the school and to support their learning on an individual basis.

“The school’s learning resource base provides good support for many pupils, including some with SEND” **Ofsted**

““The vibrant curriculum is well planned and it makes a good contribution to pupils’ good behaviour. There is an appropriate balance of vocational and GCSE courses” Ofsted



# Curriculum

## Key Stage 4

Key Stage 4 at Coppice begins in Year 9. Students study a range of GCSEs and other qualifications, with opportunities to sit examinations as is appropriate for the individual. However things have changed significantly in education. We are now in a new era of reformed qualifications, which demand subjects to be studied at ever greater depth and to be assessed primarily by terminal examinations, sat at the end of a two or three year course. Subjects, including English, Maths and Science have no coursework or controlled assessment elements and in the few areas, where that form of assessment continues, it will represent a far smaller proportion of the overall mark.



All students will follow a 'core curriculum' which consists of the following subjects:

- English (Language and Literature)
- Mathematics
- Science
- Sport
- Personal Development (including Personal, Social, Careers and Health Education)



Alongside the core curriculum students will also study additional subjects from the following:

### GCSE Courses

- Art
- Business Studies
- Computer Science
- Dance
- Drama
- French
- Geography
- History
- Product Design

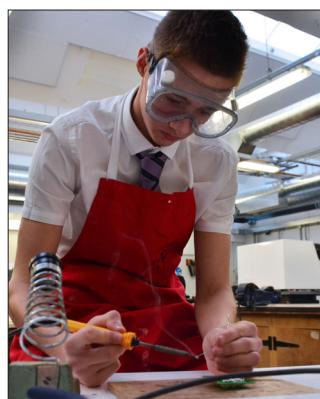
### Vocational Courses

- Business Studies
- Health & Social Care
- ICT - CIDA
- Sport
- Music



““The vibrant curriculum is well planned and it makes a good contribution to pupils’ good behaviour. There is an appropriate balance of vocational and GCSE courses” Ofsted

The curriculum at Key Stage 4 is built around the interests, aptitudes and abilities of our students, and the options process is part of a much wider Information Advice and Guidance programme which ensures all learners choose subjects that meet their needs and wider ambitions. Courses are taught mainly on site, but we make use of a range of facilities across the Central Learning Partnership Trust.



“Students feel well supported in school and that they trust staff to deal with any issues that arise.”  
Ofsted



# Curriculum

## Key Stage 5

The Central Sixth curriculum has been designed to offer students the widest possible range of options and the best possible teaching. The Central Learning Partnership Trust has allowed students to benefit from a Post 16 offer that is split between three sites. This has meant the opportunity to study a range of courses that could not be delivered by one school alone. It has also meant that students are able to take advantage of more specialised teaching and resources across a range of courses at Level 3.

The Post 16 day is structured separately from the rest of the school, the day is split into two teaching sessions of two and a half hours each.

We are able to offer the following wide range of Advanced Level and Intermediate courses:

- |                          |                          |                    |
|--------------------------|--------------------------|--------------------|
| • Applied Science        | • Geography              | • Product Design   |
| • Art and Design         | • Health and Social Care | • Psychology       |
| • Biology                | • History                | • Sociology        |
| • Business Studies       | • ICT                    | • Spanish          |
| • Drama                  | • Law                    | • Textiles         |
| • Economics and Business | • Maths                  | • Theatre Studies  |
| • English Language       | • Media Studies          | • Travel & Tourism |
| • English Literature     | • Music                  |                    |
| • Film Studies           | • Performing Arts        |                    |
| • French                 | • Photography            |                    |
| • Further Maths          | • Physical Education     |                    |
|                          | • Physics                |                    |

In addition to the traditional academic courses listed, the Enrichment Programme allows students to gain life skill experiences, some of which are externally certificated. It is an extensive programme with courses such as: Community Fund Raising, Community Sports Leaders Award, Duke of Edinburgh Award, First Aid, Peer Mentoring and Work Experience.



“Teachers are supportive and encouraging.”  
Year 10 Parent

# Uniform

All students from Years 7 to 11 must wear the school uniform. School uniform can be purchased from Ron Flowers in Wolverhampton.

## All Students

Black Blazer - To be worn by all students; boys and girls.

Tie - School House allocated - To be worn by all students; boys and girls.

Earrings - One pair of small studs only - No sleepers or dangling earrings.

Rings - Plain type

Facial Jewellery - Not allowed under any circumstances

**Post 16** students are expected to wear plain suits; trousers, jackets and sixth form tie for male students and either skirt, trousers or dress with jackets for female students.



## Girls

(in addition to blazer and tie as above)

Skirt - Black appropriate length – not tight or stretch lycra

Trousers - Black must be tailored, not tight, skinny or stretch lycra

Shirt - Plain white, classic shirt, with collar  
(Only this style is to be worn)

Socks/Tights - Plain colour only black or white

Shoes - Black, plain school style only (trainers are not allowed at any time).



## Boys

(in addition to blazer and tie as above)

Trousers - Black

Shirt - Plain white, classic style with collar.

Socks - Black or grey

Shoes - Black, plain school style only (trainers are not allowed at any time).

# Sports Kit



The supplier for the PE kit is also Ron Flowers located on Queen Street in Wolverhampton.

Black shorts with House colour panel and School logo  
Black Polo shirt with House colour panel and School logo

Black socks with House colour stripe turn over

Black fleece with House colour logo

Black Tracksuit (waterproof jacket & trousers) with House Colour Logo (optional)



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