

Coppermill Primary School

Inspection report

Unique reference number	103078
Local authority	Waltham Forest
Inspection number	376814
Inspection dates	7–8 March 2012
Lead inspector	Jacqueline Marshall

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	289
Appropriate authority	The governing body
Chair	David Bowsher
Headteacher	Gary Bennell
Date of previous school inspection	17 November 2008
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Age group	3–11
Inspection date(s)	7–8 March 2012
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Introduction

Inspection team

Jacqueline Marshall

Additional inspector

Michael Elson

Additional inspector

Trevor Neat

Additional inspector

This inspection was carried out with two days' notice. The inspectors spent over eight hours observing teaching, which included visiting 19 lessons and observing 11 teachers. In addition they held meetings with groups of pupils, staff, school leaders and representatives of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at the school's documentation: policies, including those relating to safeguarding, data on pupils' progress, attendance figures and the school's development planning. They scrutinised pupils' work, listened to pupils read and evaluated 200 questionnaire responses received from parents and carers, 122 from Key Stage 2 pupils and 13 from staff.

Information about the school

This is a larger than average sized primary school. The pupils come from predominantly White British and Pakistani families as well as from a range of other minority ethnic backgrounds. Two thirds of the children are learning to speak English as an additional language and of these, the large majority join with little or no English. The proportion of pupils who are disabled or who have special educational needs, is average and represents a range of needs. The proportion of pupils known to be eligible for free school meals is above average. A higher proportion of pupils than usual join or leave the school at other than the expected times of the start of Reception and the end of Year 6. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Children in the Early Years Foundation Stage are taught in the separate Nursery and Reception classes. Almost all children who attend the Nursery continue into the Reception class. The school runs a breakfast club every morning. Since the last inspection, there have been many changes to staff and the governing body, including the senior leadership and middle leadership teams. The school is currently managing one staff absence, with two more planned from the summer term, and has four newly qualified teachers.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school. Good partnerships with other agencies ensure pupils and families whose circumstances may make them vulnerable achieve as well as their peers. It is not better than satisfactory because inconsistencies in teaching restrict pupils' progress and achievement.
- Children achieve well in the Early Years Foundation Stage. By the end of Year 6, pupils' attainment is broadly average. Progress overall, including for disabled pupils and those who have special educational needs and those speaking English as an additional language, is satisfactory. However, whilst progress in some lessons and classes is good, this is not yet a consistent feature across the school and pupils' achievement is no better than adequate.
- Teaching in Years 1 to 6 is typically satisfactory, and sometimes good or better. However, the tasks set for pupils are not always well matched to their different needs or adapted quickly enough during lessons when necessary to support learning. Learning often dips as pupils move from activity to activity or spend too long listening to the teacher at the start of lessons. Target setting and marking do not consistently help pupils as well as they should, and this slows their progress.
- The behaviour and attitudes of the pupils are satisfactory and pupils feel safe. A large majority of pupils said they enjoy their time in the school. Whilst a minority voiced concerns over bullying and behaviour, inspection evidence showed the school deals with any incidents appropriately. Most parents and carers agree the school deals with bullying effectively and their child's lessons are not disrupted by bad behaviour.
- During a period of staff and governor changes, leaders have worked conscientiously to develop their monitoring role and manage performance of teaching. Training for staff is planned, though opportunities to share best practice are not a regular feature. They have an accurate understanding of the school's overall effectiveness as a result of checks on the quality of teaching and analysis of pupils' data. However, these have not been sufficiently rigorous or timely enough to secure consistency in teaching or pupils' progress.
- Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise attainment in Key Stage 1 and Key Stage 2 by:
 - using assessment information to inform planning so tasks are well matched to all pupils' abilities and teachers respond to pupils' changing needs during lessons more quickly
 - increasing the pace of lessons so that all pupils are actively engaged and involved in their learning at all times.
- Improve the use of assessment in order to achieve good progress across the school by:
 - reminding pupils regularly as they are learning of their individual targets, as well as those for the whole lesson
 - developing teachers' marking so pupils understand exactly what they need to do to improve their work, know the next steps in their learning and have time to reflect and act on teachers' comments.
- Secure consistently good teaching in at least 80% of lessons by Spring 2013 by:
 - improving the rigour and urgency with which leaders and the governing body systematically monitor and evaluate the actions the school takes to raise the quality of teaching and accelerate learning.
 - providing more opportunities for staff to share and learn from the good and outstanding practice that already exists in some classes.

Main report

Achievement of pupils

Pupils typically show positive attitudes towards learning. Where learning is best, which currently is in a minority of lessons, pupils respond with interest to tasks that are well matched to their abilities and they are clear both about their learning targets for the lesson and their work in general. For example, they talk eagerly about what they have learnt, about what strategies they might need to solve the problems they are set and whether they will meet the success criteria for the lesson. Progress is slower when there is insufficient challenge in the work, pace slows and teachers do not consistently share high enough expectations with pupils. As a result, their attitude to learning dips, work in books is sometimes unfinished and presentation suffers. Pupils enjoy many aspects of the curriculum, highlighting the emotional literacy sessions in particular.

In the Early Years Foundation Stage, children arrive with skills overall that are well below those expected for their age. They are making good progress in all areas of learning because planned activities consistently reinforce and revisit learning, helping to build children's speaking and listening skills particularly well. Consequently, whilst pupils' attainment remains below average when they join Year 1, they have narrowed the gap considerably, especially in communication, language and literacy. Across the rest of the school, pupils make satisfactory progress and leave Year 6 with attainment in line with the national average in English and mathematics. The school's data and inspectors' observations in the classroom show that whilst in some classes

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pupils make good gains, progress is not yet good overall because it is patchy and inconsistent in Key Stages 1 and 2. Pupils who are disabled or have special educational needs and those at the early stages of learning English as an additional language make similar progress to their classmates because staff pay careful attention in small group work to matching work to their capabilities. Most parents and carers express a high level of satisfaction in the progress their children make. However, a few reflected inspection evidence, with one commenting their child 'does not feel challenged enough'.

In the current Nursery and Reception classes, children are making good progress and have a secure grasp of letters and their sounds because of consistently good teaching from all adults. Children acquiring new sounds often relate these to the books they have been reading in class. One child acting out the story of Jack and the Beanstalk decided to make a sign showing what the giant said. Others helped sounding out 'Fee Fi Fo Fum', using their knowledge of sounds to spell out each word. Whilst standards in reading by the end of Year 2 are below average, this represents satisfactory progress from their starting point in Year 1. Pupils increasingly make good progress and generally reach average standards in reading by the time they leave in Year 6. Pupils' enthusiasm for reading is developed well because teachers promote reading across the curriculum effectively, often using texts as starting points for learning in other subjects.

Quality of teaching

Most teachers plan lessons thoroughly and ensure different ability groups are appropriately catered for with suitably challenging tasks to promote their learning. However, on occasion, teachers' introductions to lessons are too long and so some pupils lose concentration. Additional adults often make a positive contribution to pupils' learning in intervention groups and on a one-to-one basis. However, sometimes when they are working as part of the whole class, teachers' planning does not take sufficient notice of the needs of these individual pupils. In these instances pupils, such as those learning English as an additional language, complete easier tasks that are not sufficiently tailored to their ability for them to achieve well. Teachers organise lessons so there is an interesting range of activities to keep pupils' attention. They take the opportunity to thread the promotion of spiritual, moral, social and cultural development into their teaching.

A variety of teachers are good at questioning pupils to find out if all pupils are making the right progress and to challenge them to think more deeply. Most work is marked regularly, with some good examples of extending pupils' learning, and pupils are frequently reminded of their personal targets as well as those for the lesson. However, this good practice is inconsistent and opportunities are missed to show pupils how they can improve their work or to provide them with time to respond to the teachers' comments. Where pupils make rapid progress, observed in both English and mathematics sessions in Year 6, teachers use the knowledge they gain from assessment during lessons to adjust their questioning and set new tasks. Pupils' misconceptions are quickly tackled, time to consolidate learning is provided or the level of challenge is increased. This is not yet consistent practice across the school

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and so progress overall is satisfactory. The vast majority of parents and carers are content with the quality of teaching. Although nearly all pupils believe the school helps them to do as well as they can, a few are not sure how well they are doing at school. The inspection team finds that marking and learning in lessons, whilst currently satisfactory, could be more effective in some classes.

Behaviour and safety of pupils

School leaders' appropriate promotion of pupils' spiritual, moral, social and cultural development ensures pupils typically get on well together and show support for one another, regardless of age, gender or ethnicity. Pupils newly arrived at the school promptly learn the school's expectations for behaviour and settle quickly. Incidents of bullying, though recorded, are not the norm. Whilst pupils acknowledge that it has occurred in the past, they are keen to explain how they would deal with a range of types of bullying and know whom to turn to for help if they need to. A very large majority of parents and carers responding to the questionnaire commented positively on how the school deals with behaviour and the majority of pupils agreed that the school deals with all types of bullying effectively. Behaviour in lessons, whilst suitably managed by teachers, does not always reflect that seen around the school. Pupils' attention and attitudes to learning can dip when they are not given interesting and appropriate work and a few quickly become off task. The school's effective efforts to support the whole school community are evident in many ways. For example, their work with pupils and families who might otherwise find it difficult to access education is evident in their regular attendance. The popular breakfast club, as well as a highly valued resource for all families, is also successful in helping with the attendance and punctuality for some. Pupils have a sound understanding of safety and risk.

Leadership and management

The headteacher has a clear vision for how the school can move forward and has developed good links and partnerships with parents and the local authority to help achieve this. Overall the school has satisfactory capacity to improve further. Considerable changes to both teaching staff and leaders over the recent years has been handled well and succeeded in maintaining a positive team spirit and a strong atmosphere of 'can do' among the staff. Leaders have become increasingly involved in analysing performance data to see how well the school is doing and to plan actions for improvement. There have been some successes, and in some classes progress has accelerated. However, the checks leaders carry out are not always timely or rigorous enough to secure consistently good teaching across the school. The performance of staff is regularly monitored and staff training provided links to the school's priorities, although opportunities are missed to regularly share the effective practice and skills of good or better teachers with their peers in order to ensure all teaching matches the best. The governing body is clear about the strengths and weaknesses of the school and knows what needs to be improved. Following the appointment of a number of new members over the last year, it has begun to strengthen its involvement in carrying out checks to see how well the school is doing. It is increasingly using this information to challenge and support the school.

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Overall the curriculum is satisfactory. The Reception class provides a very wide and varied range of activities for Early Years Foundation Stage children. This is a key factor in their good achievement. The curriculum in Key Stages 1 and 2 is broad and balanced, enabling pupils to develop their literacy, numeracy and information and communication technology skills appropriately. The school promotes pupils' spiritual, moral, social and cultural development suitably. Projects such as the Take One Picture, Rights Respecting Schools and links with international schools through the Comenius project enhance this well and are greatly enjoyed by the pupils who are involved. Pupils enjoy the chance to take pride in representing their peers as members of the school and learning councils.

The governing body, with leaders at all levels, ensures that appropriate arrangements for safeguarding are in place and pupils are safe and secure whilst in the school's care. Almost all parents and carers agreed in the questionnaire that their children are safe. The school tackles any discrimination effectively and ensures all pupils, including those newly arrived at the school and those known to be eligible for free school meals, have an equal opportunity to achieve similarly.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 March 2012

Dear Pupils

Inspection of Coppermill Primary School, London E17 6PB

Thank you for talking to us and showing us your work when we visited your school. We were pleased to hear from talking to you, and from your responses in the questionnaires you answered, that the large majority of you like school, especially emotional literacy sessions and clubs. We agree that you make the most progress in lessons, and get along with each other well at playtimes, when there is plenty to do. We think your school gives you the right help so that you know how to behave appropriately and keep safe.

We found that Coppermill is a satisfactory school. The curriculum planned for you covers all requirements and teachers do what is expected to help you make satisfactory progress in your work. The leaders in the school know what needs to be done to make your school better. In order to help you to make faster progress, we have asked the staff at your school to do three things.

- Have high expectations that you will achieve as well as you can, make sure the tasks you have always match your needs and keep all of you actively involved in your learning, throughout all of your lessons.
- Make sure that you are regularly reminded of your targets in lessons, marking always helps you know what you need to do next to improve and you have time to respond to the comments your teachers make in your books.
- Check regularly to make sure all of you are making the best progress you can and the school is doing as well as it should.

You can all help by continuing to respect others' values and always using the advice teachers give you on how to improve your work. Thank you again for helping us with our work.

Yours sincerely

Jacqueline Marshall
Lead inspector

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