

# Coopersale and Theydon Garnon Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	115095
<b>Local Authority</b>	Essex
<b>Inspection number</b>	357696
<b>Inspection dates</b>	27–28 January 2011
<b>Reporting inspector</b>	Tusha Chakraborti

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	156
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Bryony Morrison
<b>Headteacher</b>	Sarah Miller
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Brickfield Road Coopersale Common, Epping CM16 7QX
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## **Introduction**

This inspection was carried out by three additional inspectors. They observed 11 lessons taught by seven different teachers in the six classes. Meetings were held with senior leaders, staff, pupils and members of the governing body. Inspectors observed the school's work, and looked at the school's improvement plans, policy documents, pupils' work, records of the monitoring of teaching and learning, minutes of the governing body's meetings and safeguarding documentation. They also scrutinised responses to the inspection questionnaires from 58 parents and carers, 77 pupils and 17 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

What are the current rates of progress throughout the school? Why do boys appear to have been underachieving?

- How effective are the strategies being employed to raise attainment and eradicate underachievement?
- How effectively does the school meet the needs of all groups of pupils, including those who arrive at school with limited English?
- How effective are leaders at all levels at driving focused school improvement?

## **Information about the school**

This is a smaller than average primary school. The very large majority of pupils are White British. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is below average while there is an above average proportion of pupils with a statement of special educational needs. Very few pupils speak English as an additional language or are at the early stages of learning English. The school holds Healthy Schools status and Activemark award. The school works closely with the Chelmsford Diocese. It is a member of the Epping Forest Area Schools Group Consortium and is a lead school in a Local Delivery group. The school is experiencing some long-term illnesses amongst its staff over the past three years.

**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: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school provides a satisfactory quality of education. The turbulence in staffing over the past three years has meant that leaders and managers are having to constantly re-deploy and train staff to meet the learning needs of all pupils. However, since September 2010, the school has worked closely and successfully with the local authority to provide an accurate evaluation of its effectiveness and to implement several strategies to raise standards of achievement, with particular focus on teaching and learning. Recent reviews of the school's performance by the local authority and the tracking of pupils' progress show that this work is bearing fruit and inspection findings concur with this view. The school has satisfactory capacity to sustain further improvement. Parents and carers recognise the school's hard work in its commitment to improving the quality of education. The comment of one parent or carer, who stated, 'Although the school is having difficulty in staffing, we are kept well informed of all areas of development; it is improving rapidly,' clearly reflects this.

The school is a cohesive community where pupils enjoy learning and feel safe and secure. Pupils behave well, develop good personal and social skills and grow up as confident learners because of the caring ethos of the school. Views taken from parents and carers reveal that the vast majority are happy with their children's experience in the school. 'My daughter has gained in confidence and developed good social skills and I believe this is a part of being in a happy environment during the school day' is a typical parental comment. A strength of the school is the extent to which senior leaders, teachers and support staff work together to ensure an effective level of care for all pupils. Staff work efficiently in close liaison with outside agencies to support all pupils, including those whose circumstances make them vulnerable.

The pupils' attainment by the end of Year 6 is broadly average and they make satisfactory progress in English and mathematics. Progress in reading has been quicker than that in writing and mathematics because of a strong focus on developing reading skills across the school. Pupils with special educational needs and/or disabilities and those who speak English as an additional language also make satisfactory progress.

Members of staff have good relationships with the pupils. They make good use of interactive white boards and engage pupils well in pair and whole class discussions that support pupils' learning effectively. The most effective teaching is clear about what pupils are expected to learn and how this will be achieved, matching work well to their individual needs. However, information gained from assessment is not used consistently enough to plan lessons to meet the varied needs of all pupils. More-able pupils are not always challenged sufficiently to ensure that they achieve as well as they can. The teachers mark pupils' work regularly, but do not always ensure that pupils understand how to improve

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their work. A new assessment system is beginning to address these aspects but has not been in operation long enough to have the desired effect.

Leaders rightly recognise that this is only the start and there is much more to be done, particularly in moving teaching and learning forward. The roles of the middle leaders, including the subject leaders and leadership of the Early Years Foundation Stage, are underdeveloped because of the staffing instability. The school is appropriately focused upon improving this area but there is still much to be done to ensure that all leaders are able to contribute fully to school improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection

### **What does the school need to do to improve further?**

- Raise standards further and accelerate the achievement of all pupils in writing and mathematics by:
  - increasing the proportion of good teaching across the school, including in the Early Years Foundation Stage
  - making more effective use of assessment information to plan lessons with clear objectives to move the learning of all pupils forward
  - raising teachers' expectations and ensuring that the more-able pupils are consistently challenged
  - ensuring that marking consistently supports pupils to understand how they can improve their work.
- Increase the capacity of leadership at all levels and accelerate pupils' progress by improving the monitoring and evaluation roles of middle leaders.

### **Outcomes for individuals and groups of pupils**

**3**

Pupils enjoy their learning. Observations of lessons and pupils' work show that they learn, develop understanding and acquire new skills at a satisfactory rate. They listen carefully to their teachers and concentrate on the tasks they are set. They enjoy 'talk partners' activity whereby they enthusiastically discuss their ideas in pairs before embarking on a continuous piece of writing on different topics. This is enabling them to improve their writing skills further and boys are achieving as well as the girls as a result of this strategy. Pupils enjoy the opportunities to develop writing skills across the curriculum using a range of writing styles for different purposes. For example, in one English lesson, pupils evaluated several models of report writing in pairs and groups and explored different journalistic styles they would adopt to write their own report on their chosen topic of current affairs. Pupils enjoy reading a variety of books for finding factual information and narrating stories. This was seen in a guided reading session where pupils were reading independently and developing appropriate understanding of characters in stories they read. Pupils with special educational needs and/or disabilities make satisfactory progress year on year as a result of the consistent and well-targeted support they receive from all support staff.

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Children enter Reception with levels of prior attainment that varies year-on-year, due, in the main, to the small size of some cohorts. Overall, standards are broadly in line with those expected for children's ages. The attainment of the current year group, however, is below the levels expected, particularly in language, literacy and communication. Children make satisfactory progress during their time in the Early Years Foundation Stage. They enjoy their learning indoors and out, particularly imaginative play.

Pupils know how to keep themselves and others safe. They talk positively about the system of peer mediators who help them to stay safe. They have a good understanding of how to keep healthy and most take part in a range of sporting activities organised by the school and through the school's sports partnership. Pupils' moral and social development is good and this is evident in their good behaviour in school. Their spiritual and cultural development is satisfactory. They enjoy taking on roles of responsibility within the class, on the school council and when arranging many activities to support school and local events. They raise funds for charities and recognise the need to do so. Attendance has improved and is above average.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## **How effective is the provision?**

The good relationships between adults and pupils contribute well to pupils' growing confidence and their improving progress. The teachers know pupils well and, in most

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lessons, use questioning effectively to engage them in learning. The teaching assistants support learning skilfully, especially that of pupils with special educational needs and/or disabilities. In some lessons, lack of high expectations of pupils' work means that higher attaining pupils are not set sufficiently challenging tasks.

The curriculum is improving. The school has recently put in place a broader and more balanced programme to help pupils to develop the full range of key skills and to ensure cross-curricular links through a thematic approach. For example, the recent introduction of 'freaky Friday,' programme on Fridays engages pupils in developing knowledge and understanding in different subject areas through a chosen theme, such as 'Chinese New Year'. Appropriate themes are being planned for motivating boys. These developments are beginning to support pupils' learning more effectively. There is a satisfactory range of after school clubs including, sports, arts as well as special events such as visits from local actors to perform and a talk by a local author that enhance pupils' enjoyment in learning.

The school provides good pastoral support for all its pupils and its good links with external agencies strengthen the pastoral system continually. The improving use of assessment data is particularly effective in identifying the needs faced by pupils with special educational needs and/or disabilities and pupils who are potentially vulnerable. Carefully targeted early intervention programmes effectively support their learning. The arrangements for transferring children from class to class, and from Year 6 to the secondary school, are good.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders and managers are driving improvement and staff share their ambition to build on what they have achieved so far. They make good use of the information they gain from tracking pupils' progress and evaluating teaching to identify weaknesses and set clear improvement goals. As a result, achievement in writing and mathematics are beginning to improve, but there is still more to do to ensure that the improvements are applied consistently. The governors are well informed and are becoming increasingly involved in the monitoring cycle for school improvement. They are able to provide sufficient challenge to the school.

The school has successfully developed a strong partnership with parents involving them increasingly in their children's education. A close partnership with neighbouring schools and other local organisations have clearly helped the school move forward. The school is committed to equal opportunities and is seeking ways to raise standards of achievement



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for all groups of pupils with increasing success. Community cohesion operates well at the school and local level, but progress is slower in promoting understanding of diversity within the wider society. Leaders and governors have put in place secure arrangements for safeguarding the welfare of the pupils.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children in the current Reception class started school with skills and abilities that are below the levels expected for their age, particularly in language, literacy and communication. Children make satisfactory progress during the reception year. They reach broadly average standards by the time they enter Key Stage 1. This is because

- staff provide a satisfactory range of experiences in a safe learning environment. They form warm relationships with children. The children settle in well and enjoy learning. The children develop good coordination and personal skills as they explore the activities in indoor and outdoor areas. They respond well to adults and are eager to share ideas. A wide range of practical activities is planned to stimulate the children's imagination and to extend their speaking and listening skills. However, opportunities are sometimes missed to extend the children's language skills while they are engaged in role-play or other group activities.

Children's welfare and safety are given the highest priority. The school ensures close contact with families through an effective induction system. The leadership and management of the Early Years Foundation Stage, while otherwise satisfactory, are not sufficiently focused on checking on children's progress due, largely, to staffing changes. However, a suitable plan is in hand to address this issue.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## **Views of parents and carers**

The vast majority of parents and carers responding to the questionnaires are very pleased with their children's experience in this school. They appreciate that the school keeps their children safe and ensures that pupils develop good understanding of how to live a healthy lifestyle. Several parents and carers comment that the headteacher is 'amazing' and 'very approachable' and staff are 'extremely helpful and friendly'. Most parents and carers feel that they are well informed about their children's progress. A very small minority is concerned about bullying. Inspectors found that any rare incident of bullying is dealt with immediately and effectively.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Coopersale and Theydon Garnon Church of England Voluntary Controlled Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 58 completed questionnaires by the end of the on-site inspection. In total, there are 156 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	63	21	36	0	0	0	0
The school keeps my child safe	45	76	14	24	0	0	0	0
My school informs me about my child's progress	28	47	28	47	3	5	0	0
My child is making enough progress at this school	26	44	28	47	3	5	2	3
The teaching is good at this school	34	58	20	34	3	5	0	0
The school helps me to support my child's learning	28	47	25	42	5	8	0	0
The school helps my child to have a healthy lifestyle	32	54	26	44	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	49	27	46	0	0	0	0
The school meets my child's particular needs	31	53	25	42	3	5	0	0
The school deals effectively with unacceptable behaviour	24	41	26	44	5	8	0	0
The school takes account of my suggestions and concerns	28	47	27	46	0	0	0	0
The school is led and managed effectively	41	69	18	31	0	0	0	0
Overall, I am happy with my child's experience at this school	41	69	18	31	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## **Common terminology used by inspectors**

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



31 January 2011

Dear Pupils

**Inspection of Coopersale and Theydon Garnon Church of England Voluntary Controlled Primary School, Epping, CM16 7QX**

Thank you all very much for welcoming us to your school and being so friendly and helpful. We were pleased to see how much you enjoy school. We agree with you that your teachers take good care of you. You behave well and are always keen to help each other. You carry out your duties, including the special jobs as peer mediators or school council representatives, responsibly. Thank you also for the questionnaires that you filled in for the inspection and for sharing your views with us.

Your school is providing you with a satisfactory education. As a result, you make satisfactory progress and the majority of you reach the standards expected by the time you leave Year 6. To improve your school further, we have asked the headteacher and staff to:

- make sure that you are able to improve your writing and mathematics skills further
- make sure that the work provided for you is just a bit harder to move your learning forward as rapidly as possible
- make sure that teachers help you to understand how you can improve your work further
- make sure that different teachers take on responsibility for leading some of the improvements in your school.

I am sure that you and your teachers will work hard to make these improvements. You can help the school to get even better by working hard and attending regularly, so that your school continues to be a happy place.

I wish you well for the future.

Yours sincerely

Tusha Chakraborti

Lead Inspector

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