

# Coopers Edge School

Typhoon Way, Brockworth, Gloucestershire, GL3 4DY

**Inspection dates** 13–14 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good. A high proportion of the pupils in the school's first year had found learning difficult before they came to the school.
- The headteacher and her team have ensured that good quality teaching has focused on narrowing any learning gaps between them and all pupils nationally. As a result, all groups of pupils are now making secure, rapid progress from low starting points to reach the levels of attainment expected for their age. However, progress in writing is not as fast as progress in reading and mathematics.
- Teaching is consistently good. There is also some outstanding teaching. For example in one lesson, Reception children quickly learned to identify letters and sounds correctly because of the teacher's high level of subject knowledge.
- Behaviour and safety are good because safety procedures are rigorous and learning is interesting. Good opportunities for developing pupils' spiritual, moral, social and cultural development ensure good personal development and attitudes to learning.
- Leadership and management are good. Staff work well as a team under the inspirational leadership of the headteacher. A programme of rigorous monitoring and evaluation combined with well-focused training has ensured that staff are well equipped to help pupils succeed. Because the school has not been open long, the role of subject leaders is not yet fully developed.
- The school is effectively supported and challenged by the governing body which is strategically involved in all aspects of the work of the school.

### It is not yet an outstanding school because

- Progress in writing is not as rapid as it is for reading and mathematics.
- Subject leaders' roles are not yet fully developed.

## Information about this inspection

- This inspection was carried out with half a day's notice and took place over two days.
- The inspector observed 12 lessons while observing five teachers.
- Documentation was analysed including that related to teachers' planning, safeguarding, behaviour logs, the school's systems for improving teaching and learning and how the money allocated for pupil premium is spent. The inspector took account of 11 responses to the on-line Parent View survey.
- Twenty-four staff survey questionnaires were analysed. The inspector heard pupils read and discussed their views on the school.
- Discussions were held with the headteacher and her staff, the local authority, members of the governing body, pupils and parents and carers.

## Inspection team

Bogusia Matusiak-Varley, Lead inspector

Additional inspector

## Full report

### Information about this school

- This is a new school. It is a smaller than average school, but numbers are growing every day. The school opened in September 2011 in temporary accommodation and in April 2012 it moved to new premises. This year a Nursery class was added which caters for 21 children.
- The school is managed by the Coopers Edge Trust.
- The proportion of pupils eligible for pupil premium is higher than average.
- The majority of pupils come from White British backgrounds with the remainder coming from a range of minority ethnic groups. None is at the early stages of learning English.
- There is a below average proportion of disabled pupils and those with special educational needs who are supported by school action. The proportion who are at school action plus or who are in possession of a statement of special educational needs is below average.

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

- Improve pupils' progress in writing by:
  - checking that all groups of pupils have enough opportunities to write in all subjects
  - ensuring that teachers provide opportunities for pupils to write about what they have read
  - ensuring that when teachers mark pupils' work they give sufficient emphasis on the spelling of key words.
- Improve the newly-appointed subject leaders' awareness of analysing data so that they can have better knowledge of the progress of all groups of pupils.

## Inspection judgements

### The achievement of pupils is good

- Achievement of all groups of pupils is good. School data show and inspection evidence confirms that although pupils' baseline on entry to the school is low, pupils are already achieving age-related expectations in reading, writing and mathematics by the end of Year 6. This because the school is focused on ensuring that the gaps between them and all pupils nationally are closed effectively.
- Disabled pupils and those with special educational needs, those whose first language is not English and lower and higher achieving groups make good progress in learning due to the systematic way in which the headteacher analyses data and targets support.
- Pupils' good progress in reading has been due to the rigorous teaching of phonics, consistency of approach in the teaching of guided reading, one-to-one support, the purchasing of a new reading scheme and systematic homework. However, there are some missed opportunities in using reading experiences to develop pupils' writing and for pupils to write at length in other subjects. Outcomes of the most recent phonics test in Year 1 were low. A very small number of pupils took the test and two thirds of these were lower attaining pupils.
- Although attainment on entry to the Reception class is below that expected of children of this age, in physical development, personal and social development and speaking and listening. However, by the end of the Reception Year most children have attained expectations for their age in all areas of learning. Children make rapid progress in sounding out words and early writing because of the good modelling of early language and writing by the teacher.
- One of the most significant impacts on pupils' progress has been they way in which the headteacher has guided staff on how they can foster pupils' positive attitudes to learning. As a result pupils are now settled, ready and willing to learn.

### The quality of teaching is good

- Teaching is good. Examples of outstanding practice were seen in the Reception class in the teaching of early sound recognition and in Year 6 in the teaching of problem solving in mathematics. Teaching is good but it is not outstanding because there are some inconsistencies, particularly in marking.
- Teachers have high expectations of their pupils even though many of the pupils have gaps in learning. Teachers focus on age-related expectations and expect high standards in the presentation of written work.
- There is consistency in how work will be laid out in all year groups and pupils know that only the best will do. This contributes to their good attitudes to learning.
- Teachers have good subject knowledge and a high emphasis is placed on teaching vocabulary. In a good science lesson in Year 6, the teacher explained the nature of microbes and cross-contamination by emphasising the key words so that pupils could use them in their work.
- Group work and working with partners are encouraged at all times, and as a result pupils get on very well with one another and value each other's opinions.
- Assessment is used well to promote learning. Pupils are aware of their current level and what skills are required to get to a higher level. Marking is regular but on occasions teachers miss opportunities to mark important spellings and this prevents pupils from improving their writing skills. Support staff are well managed and make a valid contribution to learning.
- Teachers have good relationships with their pupils. They ask probing questions, are aware of their difficulties and are supportive at all times.
- The high focus on basic skills of reading, writing and mathematics is evident in every class. Letter sounds are taught well and pupils who have struggled with reading are making good

progress. Good opportunities are provided for pupils to both read and write in a wide range of subjects.

- Regular monitoring of teaching and learning by the headteacher has contributed to consistently good teaching.

### **The behaviour and safety of pupils are good**

- Behaviour is good across the school and pupils say that they feel safe. Most parents also consider behaviour to be good and have noticed changes in their children's attitudes towards one another, even at home.
- Pupils say that bullying is rare. They have a good understanding of different types of bullying including name calling, cyber bullying and persistent teasing about race, creed or sexual orientation. They know about safety and who to inform should they feel unsafe.
- Good behaviour in lessons and around the school is characterised by all pupils listening attentively, thinking hard, taking turns and working well in groups. Concentration is good and pupils are well supported by teaching assistants.
- There has been a decrease in undesirable behaviour as many of the pupils now self-refer to see the Parent and Children Support Adviser, with whom they can discuss any issues that affect learning.
- Attendance is good. Persistent non-attenders and those pupils who have behavioural plans come to school regularly. Pupils say they like coming to school because they can see the progress they are making in learning.
- Behaviour and safety are not yet outstanding as some pupils still need help from adults in managing their emotions.

### **The leadership and management are good**

- The headteacher, in conjunction with the governing body, ensures that all pupils have equal access to the curriculum. Parents say the school is well managed and that they are true partners in learning. However, the involvement of the local authority is at the very early stage of development.
- The school demonstrates good capacity to improve because of the accelerated rates of progress of the majority of pupils, especially in reading. The secure implementation of Teachers' Standards, which are known and adhered to by all staff, is helping raise rates of achievement. School self-evaluation and development planning are focused on the correct priorities.
- Good links have been created with a wide range of agencies to support children and parents and carers and their impact is demonstrated in improved attendance, behaviour and attitudes to learning.
- The curriculum focuses on the right priorities to ensure pupils make good progress in reading, writing and mathematics and is enriched by a wide range of visits and visitors. These promote good levels of spiritual, moral and social development in all pupils, resulting in good behaviour and positive attitudes to learning.
- Leadership and management are not yet outstanding as subject leaders are new to their post and not all of them are fully familiar with analysing data across the whole school in their subjects.
- **The governance of the school:**
  - Governors are highly involved in ensuring that teachers have good quality training and that their performance is regularly reviewed.
  - They ensure that statutory duties are met and that financial resources, including the pupil premium, are managed effectively.
  - They know where there are accelerated rates of progress through the good quality of information given to them by the headteacher.

- They ensure that all pupils have equal access to the curriculum through regular monitoring of teaching and learning with the headteacher and performance management of staff.
  - Governance is not yet outstanding as no independent view of the school has been obtained.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	136074
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	400314

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	89
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joanne Vickers
<b>Headteacher</b>	Keely Folker
<b>Date of previous school inspection</b>	
<b>Telephone number</b>	01452 612038
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