

Coopersale and Theydon Garnon Church of England Voluntary Controlled Primary School

Brickfield Road, Coopersale Common, Epping, CM16 7QX

Inspection dates 7–8 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although progress in Reception has improved, teaching does not always make learning activities effective and interesting.
- While standards have improved to be broadly average, pupils' progress in Years 1 and 2 is not yet good.
- In 2012, the attainment of Year 6 pupils eligible for extra support by government funding (pupil premium) was below average.
- Not all teachers manage pupils' behaviour well.
- The marking of pupils' work does not always tell pupils what they need to do to improve.
- While leaders' managing of teachers' performance is increasingly effective, teaching and achievement are not yet generally good in the lower part of the school.
- Key subject leaders lack time and opportunity to improve teaching and achievement in their subjects.

The school has the following strengths

- With fewer staff changes, pupils' progress has improved, particularly in Key Stage 2.
- Children and younger pupils are taught reading well.
- The high proportion of good or better teaching in Years 3 to 6 is a strength.
- Pupils enjoy school and feel safe. Attitudes to learning among the older pupils are excellent. Attendance is above average.
- Leadership has improved. Governance is now good. Governors provide good challenge for school leaders and hold them to account for the school's performance.

Information about this inspection

- Inspectors observed 17 lessons, of which four were seen together with the headteacher.
- Meetings were held with a group of pupils, the Chair of the Governing Body and two other governors, the school's subject and senior leaders, and a representative of the local authority.
- Inspectors took account of the 29 responses to the online questionnaire (Parent View).
- Inspectors observed the school's work and looked at a range of school documentation, including: records of school checks on the quality of teaching, the school improvement plan, records relating to behaviour, attendance, safeguarding, and the tracking of pupils' progress. They also looked closely at pupils' written work and listened to pupils reading.

Inspection team

George Logan, Lead inspector

Additional Inspector

Mark Jones

Additional Inspector

Full report

Information about this school

- Coopersale and Theydon Garnon is slightly smaller than the average primary school. The numbers of pupils have increased with the building of two new classrooms in 2012, and the school now admits 30 rather than 24 pupils annually.
- Pupils in Years 4 to 6 continue to be taught in two mixed-age classes.
- The great majority of pupils are from White British backgrounds.
- The proportion of disabled pupils and those with special educational needs supported by school action is below average. The proportion supported at school action plus or with a statement of special educational needs is slightly above average.
- The proportion of pupils who are eligible for the pupil premium (additional funding for pupils eligible for free school meals, those in care and those with a parent in the armed services) is slightly below the national average. Currently, of these three categories, there are only pupils eligible for free school meals on the school roll.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has gained a number of awards, including Healthy School status, the Eco-Schools award and the International School award.

What does the school need to do to improve further?

- Improve the consistency of teaching in Reception and in Years 1 and 2 so that a higher proportion is good or outstanding, by:
 - ensuring that lessons are briskly paced, engage pupils directly in learning activities and that teachers, particularly in the lower school, have higher expectations of pupils' behaviour and response
 - making sure that staff always expect high-quality written work from pupils
 - establishing practice in the marking of pupils' work that always provides them with clear guidance as to the next steps in their learning.
- Strengthen achievement across the school by ensuring that:
 - pupils make more consistently rapid progress, leading, in particular, to higher standards by the end of Year 2
 - additional funding to support the learning of pupils eligible for the pupil premium is effectively targeted and closely checked to ensure that they learn rapidly and make good progress.
- Improve the leadership and management of the school by:
 - prioritising the rigorous checking and further improvement of teaching
 - creating opportunities for key subject leaders, particularly of literacy and numeracy, to influence practice and make teaching and learning in their subjects consistently good.

Inspection judgements

The achievement of pupils

requires improvement

- Attainment by the end of Year 2 is broadly average, but on a rising trend. There has been a particular improvement in writing. However, the proportion of good teaching in Years 1 and 2 is relatively low and evidence from pupils' work shows that progress in these years, although reasonable, is not good.
- Children enter Reception with skills generally typical of those found nationally. Their achievement improved in 2012, with children making good progress and leaving Reception at levels above those expected. However, the progress of the current cohort is less rapid because teaching is not consistently good.
- The achievement of pupils eligible for free school meals (pupil premium) requires improvement. In 2012, the attainment of Year 2 pupils known to be eligible for free school meals was above that of similar pupils nationally. However, the average point scores attained by eligible Year 6 pupils indicate that their attainment and, to some extent, their progress were below those of other pupils in the school in English and mathematics. In other year groups in 2012, and currently, there is little difference between the attainment of pupils on free school meals in English and mathematics and that of others.
- Attainment by the end of Year 6 is broadly average. While annual variations have often reflected the small numbers in each year, a lack of continuity in staffing and weaker teaching in the past have been more significant factors. However, with greater stability and more effective teaching, the progress of older pupils is improving rapidly. Weakness in the achievement of Year 6 boys in 2012 were particular to that group of pupils and do not reflect current achievement.
- Pupils achieve at broadly average levels in reading. Reception children benefit from a systematic grounding in the linking of sounds and letters (phonics). Older pupils make steady progress in reading, with gaps in their phonic knowledge addressed through additional teaching. However, not enough focus is given to hearing these pupils read individually.
- The achievement of disabled pupils and those who have special educational needs has been erratic. However, with rigorous identification of pupils' learning needs and better training for teaching assistants, these pupils are now making better progress.

The quality of teaching

requires improvement

- Overall, teaching, including the teaching of literacy and numeracy, has improved significantly, because of much reduced changes in staffing. However, while older pupils benefit from good teaching, there are still pockets of weaker teaching in Years 1 and 2 and in the Early Years Foundation Stage, where too little teaching is good. There, the pace of learning is often too slow and pupils are not sufficiently engaged by the activities used.
- Teachers' expectations of behaviour are not sufficiently high in a few lessons. Elsewhere, the use of assessment information to plan future lessons is not rigorous enough. Consequently, the work planned does not closely match the abilities of individual pupils and, at times, teachers' expectations of the quality of pupils' written work are not high enough.
- The teaching of pupils eligible for free school meals did not ensure that Year 6 pupils attained

levels similar to those of other pupils in literacy and numeracy in 2012. However, support for these pupils was better in other year groups and is, currently, also better in Year 6. Progress is now being better tracked and action taken to improve progress as necessary.

- There is some good practice in pupils evaluating what they have achieved and in giving advice to other pupils on how to improve. However, the marking of pupils' work only occasionally identifies what they need to do next to improve and opportunities for pupils to respond to marking are patchy.
- The checking and supporting of pupils' progress is mostly effective in Years 3 to 6. Older pupils generally know what level they are working at and have individual targets to focus their efforts to improve.
- In the best lessons, the pace of learning is brisk and pupils are fully engaged. In a successful numeracy lesson for Year 5 and 6, the teacher provided tasks sharply matched to pupils' needs. The pace was brisk and expectations were high. Learning was consistently good, supported by pupils' high levels of engagement and outstanding behaviour.
- A review of pupils' learning needs and of the deployment of additional adults has ensured that disabled pupils and those who have special educational needs are learning at least at the pace they should. Most support staff contribute to increasingly good progress by these pupils.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. However, while behaviour is exemplary and learning outstanding in some lessons, particularly among the older pupils, teachers' expectations of behaviour in the lower school are not as consistently high. Less effective teaching leaves some younger pupils less enthusiastic about their learning.
- Robust procedures are applied to tackle poor behaviour and most staff manage behaviour well. There have been no recent exclusions or racist incidents. Pupils are polite and sociable. Almost all parents and carers who gave their views agree with inspectors that behaviour is good.
- Pupils, themselves, are consistently positive about behaviour and safety in the school. They think that the adults in school are responsive to their concerns and are certain that they will sort out any difficulties which arise.
- Pupils realise that bullying may take different forms, such as internet bullying or as a response to physical differences. They are aware of the risks presented by social-networking sites. There are a few recent recorded instances of bullying, almost always low-level. The school encourages pupils to be responsible and to undertake a range of responsibilities which enable them to support each other and the community.
- Pupils have a good awareness of risk and know how to ensure their safety in different circumstances. They are alert to a range of risks, including fire, cycling and internet safety.
- Attendance has continued to rise and is now above average. Pupils arrive punctually.

The leadership and management requires improvement

- Since the previous inspection, staffing has stabilised, supporting improvements in pupils' learning. Partnerships have been strengthened, including a close relationship with a successful school in similar circumstances. Governance has improved considerably. The school's analysis of its own performance is rigorous and accurate. These factors secure the school's capacity for improvement.
- The school has significant strengths in the passion of key subject leaders, including those for literacy and numeracy, who are keen to improve the quality of pupils' learning. Currently, they have limited time to achieve much impact because they have heavy teaching timetables themselves. The level of funding allocated to core subject areas is relatively low.
- Procedures for checking and improving the performance of teachers are applied and decisions about pay rises are linked to pupils' progress. Staff are increasingly held to account for progress and achievement and this is beginning to have an impact on teaching and learning. However, school leaders have yet to tackle decisively the remaining pockets of weaker teaching.
- School leaders have reviewed the use of pupil premium funding. This funding subsidises basic skills support for literacy and numeracy, as well as school trips and small-group work to enhance pupils' self-confidence and attitudes to school. However, the analysis of the impact of this funding has only recently focused sufficiently on accelerating pupils' progress. The school is now monitoring the progress of these pupils closely.
- The analysis of progress data is rigorous. As a result, indications of slow progress and any potential underachievement can now be acted on more quickly.
- External support from the local authority has been limited. It is, currently, contributing adequately to sustaining and developing the school's work, although the pace of change is not yet brisk.
- The school provides a good range of subjects and activities. Appropriate time is given to developing pupils' basic skills in literacy and numeracy. A range of themes and topics engages pupils' interest well. Special events, such as 'Black History Month' considerably enrich pupils' learning. The use of information and communication technology to extend learning is not extensive. A good range of out-of-school activities enhances pupils' experience.
- Provision for pupils' social and moral development is good. Spiritual development is supported well through collective worship and church links. Pupils have some opportunities to engage with other cultures, including a link with a school in a more ethnically diverse area of Britain. Links with parents are good. Parents and carers appreciate the school's efforts to support their children.
- **The governance of the school:**
 - Governance has improved considerably. Governors understand their role well. They have a good understanding of the school's effectiveness and the detail of pupils' performance. They analyse areas of weakness and evaluate, first-hand, the effectiveness of decisions made. They increasingly challenge the impact of teaching on the school's performance, comparing outcomes to national data on progress and attainment. They recognise the need to ensure equality of opportunity, to tackle discrimination and to foster good relationships. They ensure that pay and promotion are, now, firmly linked to teachers' effectiveness. They manage the budget well and contribute to decisions about the use of pupil premium funding to close gaps

in pupils' achievement. They are aware that this did not give sufficient value for money last year, and are ensuring that the impact of the funding is now tracked more closely. Governors also ensure, along with senior leaders, that safeguarding arrangements meet national requirements.

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

Unique reference number	115095
Local authority	Essex
Inspection number	405563

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	170
Appropriate authority	The governing body
Chair	Su Stevenson
Headteacher	Sarah Miller
Date of previous school inspection	27 January 2011
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