

The Coopers' Company and Coborn School

St Mary's Lane, Upminster, London, RM14 3HS

Inspection dates 13–14 March 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Students make good progress in all key stages. They achieve well in English and mathematics at the end of Year 11.
- Teaching is good. Teachers encourage students well and set a positive learning environment.
- Behaviour is outstanding and students are excellent ambassadors for the school.
- Very high attendance rates show students' enthusiasm for school. They are well informed and confident about their own safety.
- The successful promotion of students' spiritual, moral, social and cultural development is clearly evident in the life of the school.
- The range of extra-curricular activities is excellent. Students have opportunities through the school's specialism to excel in sports and an extensive range of clubs. Students are able to represent the school at international level in sporting activities.
- The headteacher and senior team share a strong desire to improve students' achievement with a focus on teaching and learning.
- The sixth form is good. The achievement of students leaving in Year 13 is good, especially at A2 level.
- The governing body is experienced and skilled in providing challenge and support on behalf of the school community

It is not yet an outstanding school because

- Teaching in some lessons lacks the pace and challenge to enable pupils to make rapid progress.
- Performance information is not always used consistently by teachers to set work at the right level for all students.
- Sometimes teachers do not show students their next steps in learning when they mark their work.

Information about this inspection

- Inspectors observed 42 lessons of which eight were joint observations with senior leaders. In addition, the inspection team met students informally in breaks and lunchtimes.
- Meetings were held with four groups of students, school staff including middle and senior leaders, a meeting with Chair of the Facilities Committee and a representative of the academy – the Chair of the Governing Body.
- Inspectors analysed 106 responses to the on-line parent questionnaire (Parent View) and 93 responses from staff questionnaires during the inspection.
- They observed the work of the school, attended assemblies and scrutinised students' work, progress information development and evaluation documents, safeguarding information, records relating to behaviour and attendance, the impact of professional development on the school's performance and minutes of governing body meetings.

Inspection team

Jennifer Bax, Lead inspector	Additional Inspector
Alastair McMeckeen	Additional Inspector
Geraint Jones	Additional Inspector
Janet Morrison	Additional Inspector
Kuljit Rahelu	Additional Inspector
Samuel Ofori Kyereh	Additional Inspector

Full report

Information about this school

- The Coopers' Company and Coborn School is an above average-sized school.
- A high proportion of students stay on to the large sixth form.
- The Coopers' Company and Coborn School converted to become an academy school in April 2011. When its predecessor school was last inspected by Ofsted, it was judged to be good overall.
- The school meets the government's current floor standards, which set the minimum expectations for students' progress and attainment.
- Most students are of White British heritage and the proportion from minority ethnic groups is well below the national average.
- The number of students for whom the school receives the pupil premium (additional funding provided by the government for pupils known to be eligible for free school meals, looked after children and children of service families) is well below average. The school does have a small number of students who are looked after but no students from service families.
- The proportion of disabled students and those with special educational needs supported through school action is well below average. The proportion of students supported at school action plus or with a statement of special educational needs is very low.
- No student on roll at the school is involved in education off site at any other educational institution.
- The school is supported by its proprietor, the Worshipful Company of Coopers. It holds a number of awards, including specialist college status for sports, humanities and training, International Schools Award, YST Gold Award, Gold National Association for Able Children in Education and Artsmark.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding in order to enable students to make rapid progress, by:
 - improving the pace of the learning and progress in some lessons by reducing the amount of teacher talking and giving students more opportunities to show their learning
 - always using the information teachers have about students' achievement to plan activities which are set at the right level for them
 - making sure that marking consistently identifies students' next steps in learning and that they are required to act upon teachers' advice.

Inspection judgements

The achievement of pupils

is good

- Students typically enter the school with attainment well above that found nationally. As a result of good teaching, students make good progress so they are prepared well for the next stage of their education, training and employment.
- Students' achievement has improved since the academy opened and the proportion gaining five good GCSE grades, including English and mathematics, is above average.
- Achievement is not yet outstanding because students are capable of making even faster progress than is currently the case. Students' progress is checked regularly and they are given well-targeted intervention and support which helps them to close the gaps in their knowledge quickly.
- The school uses well the additional funding received to support those who are eligible for the pupil premium, significantly reducing the one-term gap between the proportions of students eligible for free school meals and those who achieve 5A*-C GCSE grades including English and mathematics in 2012. The progress of pupil premium students is good compared to national averages and the gap is closing between their average points scores and those of other students.
- The progress of pupils eligible for the Year 7 catch-up premium is good. The effective accelerated reading programme, along with specialist intervention for those with low reading scores on entry to the school, has been successful in improving these students' progress.
- There is little variation in the achievement of different groups, including boys and girls and minority ethnic groups. This shows the school's success in promoting equality of opportunity.
- Disabled students and those who have special educational needs make good progress from their starting points. They are well supported by the intervention programmes in place. These programmes are helping to close the gap in attainment for these students.
- The school effectively helps students to improve their literacy and numeracy skills in other subjects like history and geography. Students' communication skills are promoted well. For example, in a Year 10 drama lesson, a focus on key words made sure that students were successfully using voice and movement to emphasise these words.
- There are still subjects like science, business studies and Spanish where the levels of progress are slower compared to other subjects in the school. The current monitoring of teaching is improving the teaching in these areas.
- Attainment in the sixth form, particularly in Year 13, is above average and high in A2 examinations. However, students have not made enough progress in their AS courses. Current lesson planning and teaching are improving this state of affairs.
- All students leaving school in 2012 gained places at colleges or universities or went into employment, reflecting good or better reading, speaking, listening and numeracy skills.
- The school does not enter students early for GCSEs.

The quality of teaching

is good

- Teaching across most subjects is usually good and in some cases outstanding. There are still variations, however, and not all teaching is at the level of the very best to make sure that all students make rapid and sustained progress.
- Teachers have secure subject knowledge. They plan carefully and pay attention to a range of learning activities. They know how their students learn best and adapt their teaching styles appropriately. Occasionally, teachers do not use the information they have about students well enough to set work that is sufficiently challenging for them.
- Teachers use questioning well to check the level of students' understanding and to provide support or challenge. However, in the few lessons where questioning was less focused, students

did not make as much progress.

- Teaching focuses well on developing students' literacy, especially their written skills. For example, in a Year 10 geography lesson on fisheries in the Shetland Isles, the teacher made sure that students used the key words and correct punctuation in their responses to examination questions.
- In some lessons, teachers talk for too long and students do not have enough time for independent work. As a result, the pace of learning slows.
- Teaching supports students' spiritual, moral, social and cultural development strongly. In a Year 9 history lesson on Nazi Germany, students showed good skills in understanding why the Battle of Stalingrad was viewed as the bloodiest battle in the Second World War.
- Feedback from parental surveys organised by the school and Parent View indicate that the overwhelming majority of parents consider that teaching is good.
- Marking is generally good but the frequency with which students receive detailed written comments to help them to improve is inconsistent across subjects. Moreover, they are not always required to respond to the teachers' comments, which lessens their impact.

The behaviour and safety of pupils are outstanding

- Relationships between staff and students are warm and respectful. Teachers and other staff always demonstrate high expectations of behaviour and achievement.
- Students' behaviour around the school site and in lessons is exemplary and it was clear to inspectors that this is always the case. Students have an excellent understanding of personal safety and use of the internet. They are happy at school; they enjoy their learning and are keen to do well.
- They talk with enthusiasm about what this school offers them and they have a sense of pride in their school community.
- All staff make sure that students are valued and are given every opportunity to achieve outstandingly well. Students know and appreciate this and they have total trust in the adults around them.
- Students have a clear understanding and awareness of different types of bullying, including cyber bullying and homophobic bullying. They say that bullying is very rare and when it occurs it is dealt with very effectively by the school. They know how to report it and feel that all adults in school will support them.
- Attendance is well above average and very few students are excluded. Students are punctual to school, which prepares them well for working life. Punctuality to lessons is excellent. This reflects students' views that they enjoy school and all the activities they can participate in.

The leadership and management are good

- Leaders and managers share a strong commitment to driving up standards, giving students a good start in life. This has made the school popular with parents in the local and wider community.
- Priorities in the school improvement plans are communicated clearly. Leaders are fully aware of the school's strengths and areas for improvement, and this is shown by the accurate self-evaluation. The support given by the Worshipful Company of Coopers has been purposeful and effective in assisting the school to raise attainment and expectations.
- The headteacher provides strong and decisive leadership and is well supported by his senior leadership team. Their capacity to secure and maintain improvement is reflected in their success in tackling slower progress in some subjects.
- Individual members of staff have clear roles and responsibilities and the quality of teachers' work is systematically monitored and evaluated formally and informally. The results of this are seen in

the improvements in teaching and students' improving standards.

- Staff have a range of annual targets to improve their teaching. These are monitored and reviewed then used to support pay progression decisions. The performance management of the headteacher is conducted by the proprietor. This is having a positive impact on students' achievement across the school.
 - Funding for students known to be eligible for the pupil premium is used well to help make sure that the achievement of these students is comparable to, or better than, that of others in the school. Funding has been used to provide mentoring and pastoral support, music lessons and school visits, all of which are improving pupils' achievement. This demonstrates the school's commitment to tackling discrimination and being fully inclusive.
 - Good procedures are in place to secure the safety and well-being of students.
 - Specialist subjects and enrichment activities make an outstanding contribution to students' personal development and enjoyment of school. For example, last year, Year 12 and Year 9 students organised and managed the Primary School Games for local Year 6 pupils to celebrate the Olympics. This was very successful and an excellent example of the school working with the local community.
 - The wide range of subjects and courses supports students to achieve well because it is planned and continually evaluated and adapted to respond to students' learning needs.
 - Students thoroughly enjoy the many visits and opportunities for travel; for example, field trips and visits to Asia, America, Europe and Africa help students with their studies and widen their understanding of the world.
 - The promotion of students' spiritual, moral, social and cultural development is excellent. The school's mission statement, 'Love as Brethren', is shown in the life of the school as staff and students show courtesy and respect for each other.
 - Partnerships with local schools and other organisations, for example the Coopers' Company, are a key strength of the school and enhance students' learning.
 - **The governance of the school:**
 - The Chair of the Governing Body is well informed about the school's strengths and areas for development and is able to judge accurately all aspects of the school's work. The governing body has set up specific committees to look at students' results, assess whether the quality of teaching is improving and make sure effective measures reward good and deal with poor performance. It has specific annual training to ensure all members understand school information and how the school's performance compares with that found nationally, allowing it to confidently challenge the headteacher and senior leaders as appropriate. Governors are aware of the use of the funding for the pupil premium and its impact. Governors make sure that procedures to secure the safety and well-being of students meets 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	136600
Local authority	Havering
Inspection number	403674

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

Type of school	Secondary
School category	Academy converter
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1383
Of which, number on roll in sixth form	464
Appropriate authority	The proprietor
Chair	Ian Frood
Headteacher	David Mansfield
Date of previous school inspection	not previously inspected
Telephone number	01708 250500
Fax number	01708 226109
Email address	info@cooperscoborn.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

