

Coopersale and Theydon Garnon Church of England Voluntary Controlled Primary School

Brickfield Road, Coopersale Common, Epping, CM16 7QX

Inspection dates 5–6 February 2015

| Overall effectiveness | Previous inspection: | Requires improvement | 3 |
|--------------------------------|----------------------|-----------------------------|----------|
| | This inspection: | Requires improvement | 3 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Early years provision | | Requires improvement | 3 |

Summary of key findings for parents and pupils

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

- Until recently, teaching has not been strong enough to make sure pupils made good progress in writing and mathematics. As a result, boys and disadvantaged pupils, especially in the early years and Key Stage 1, fell behind.
- Attainment at the end of Year 2 in 2014 was well below average in mathematics.
- Recent changes in staffing in the early years and Key Stage 1 classes are resulting in pupils making faster progress but they are not yet reaching the standards they should.
- Marking is not consistently helping pupils to correct and improve their work.
- Pupils are not challenged to use their mathematical skills in different contexts in order to deepen their understanding.
- Although leaders, including governors, have taken decisive action to deal with weaker teaching, it is not yet consistently good in Key Stage 1.

The school has the following strengths

- Leaders and managers have made effective use of support from other schools to improve teaching, which is now strong across Key Stage 2. Pupils' progress is accelerating especially in Key Stage 2.
- Behaviour is good because pupils are keen to learn and have positive attitudes. They feel safe within this harmonious community. They attend regularly and enjoy school.
- Governors provide good support and challenge, and have identified the right priorities for improving the school.
- Pupils' spiritual, moral, social and cultural development is strong and they are well prepared for life in modern Britain.

Information about this inspection

- Inspectors visited 10 lessons or part-lessons. Eight observations were made with the headteacher or deputy headteacher. Inspectors also made a number of other short visits to classrooms.
- Inspectors heard pupils read and looked at writing and mathematics work from Years 1, 2 and 6, much of this with the subject leaders.
- Inspectors looked at a range of documents, including the school improvement plan and records on behaviour, safety and attendance. They also looked at information on individual pupils' progress, records of checks on the quality of teaching, and records of meetings held by the governing body.
- Inspectors met with pupils, interviewed a sample of staff, and spoke to parents. They also spoke to members of the governing body and a representative from the local authority.
- The views of parents were obtained through the school's own surveys and the 52 responses to the online Parent View survey. Written comments from 21 members of staff were also considered.

Inspection team

Brian Netto, Lead inspector

Additional Inspector

Joseph Blacker

Additional Inspector

Full report

Information about this school

- Coopersale and Theydon Garnon is smaller than the average-sized primary school.
- Children in Reception attend on a full-time basis.
- Most pupils come from White British backgrounds and speak English as their first language.
- An average proportion of pupils are supported by the pupil premium, which is additional funding for disadvantaged pupils who are looked after by the local authority or known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- The school is supported by the headteacher of Ray Lodge Primary School in Redbridge through The National Education Trust.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school appointed the deputy headteacher in January 2014. The early years leader took up post in September 2014. All of the teachers in the early years and in Key Stage 1 have changed since the previous inspection.

What does the school need to do to improve further?

- Improve teaching, especially in the Early Years Foundation Stage and Key Stage 1, so that pupils' progress accelerates in writing and mathematics, particularly for boys and for disadvantaged pupils, by making sure that:
 - marking is understood and helps pupils to correct their work including errors in grammar and punctuation
 - activities challenge pupils to use their mathematical skills in different contexts to investigate and solve problems.

Inspection judgements

The leadership and management are good

- Leadership has improved significantly since the previous inspection. Close collaboration with local schools and the partner school in Redbridge has helped leaders tackle weaknesses in teaching. As a result progress is accelerating in reading, writing and mathematics, especially in Key Stage 2.
- The headteacher has maintained a strong culture of respect and care. This has had a positive impact on pupils' attitudes towards learning. Teachers' expectations have been raised so that all staff share a common ambition to improve the school. Decisive action has been taken to eliminate weaker teaching.
- Subject leaders, especially those responsible for literacy and numeracy, make good use of data on pupils' progress to help them identify and provide support for any pupils at risk of falling behind in their work. They offer good support to senior leaders to bring improvement. Good training for all staff is helping to improve teaching.
- Funds used to support disadvantaged pupils are now being used well to increase progress and narrow gaps in attainment between these pupils and others in the school. These funds ensure that pupils now receive good support, take a full part in school life, including visits, and make faster progress than in the past.
- The school makes good use of the primary sports fund to ensure that pupils experience a wide range of sports and after-school clubs. This is having a positive impact as pupils say they enjoy sports and learning about healthy lifestyles.
- The school uses local authority guidance so that pupils learn about the different religions represented in the wider United Kingdom. They learn, for example, about the life of Guru Nanak and the important symbols of Sikhism. As a result, they are increasingly aware of lifestyles different to their own, as well as about similarities in religions. This helps pupils to develop shared values, preparing them well for life in modern Britain. It also contributes strongly to their spiritual, moral, social and cultural development.
- The headteacher makes sure that pay awards reflect pupils' progress, so that staff are held accountable for the pupils in their care. Although teachers work well in partnership and their morale is high, improvements in teaching have taken longer to become established in Key Stage 1. Consequently, increases in pupils' progress have been slower than in Key Stage 2, particularly in writing and mathematics.
- Although some boys and disadvantaged pupils did not do as well as they could in the past, the school now places a high value on making sure that the interests of all pupils are met in order to ensure equality of opportunity. Discrimination in any form is not tolerated.
- Parents are very supportive of the school. Many get involved in helping their children with reading at home, and some contribute to their children's journals which record key milestones for children in the early years. Parents speak warmly of how welcoming the school is and appreciate the regular communications they receive.
- The local authority has worked closely in partnership with the school and Diocese to establish the beneficial support in improving teaching through a link with a school in Redbridge and other local schools. This has helped leaders gain an accurate view of the school's performance and bring about improvements.
- **The governance of the school:**
 - Working with the local authority through an improvement board, governors are well informed about how well the school compares with others nationally. They have supported the school in drawing up plans to tackle weaknesses, and this has helped them gain an accurate picture of the action needed to

improve the school.

- Governors visit the school on a regular basis. Their links with class teachers help them to gain an insight into how well the school is doing. They receive regular and detailed updates from the headteacher. As a result they know how pay awards are allocated and how these reflect improvements in pupils' achievement. Governors have supported leaders to deal effectively with staff who are underperforming.
- Governors fully discharge their statutory responsibilities. They ensure that policies are agreed and statutory requirements are met, including those relating to safeguarding. They support the school in ensuring that systems to keep pupils safe are effective, well managed and meet current requirements. They play an active role in sharing the school's values when they speak to parents, and ensure that these values reflect those of the wider society.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Pupils have positive attitudes and show this in the care they take in presenting their work. This is also evident in the pride they take in the weekly assemblies, where each class takes it in turn to tell their parents what they have been learning. For example, pupils in Year 5 spoke with considerable confidence about what they have been learning about France. Their behaviour during this assembly was impeccable.
- Routines in most classrooms are good and this helps to maintain positive relationships. Pupils' behaviour in lessons is almost always positive with only rare occasions when some lose concentration. This helps the school to be a harmonious and happy community.
- At lunchtimes pupils behave with considerable care and consideration for each other. They are polite and welcoming to visitors. Many of the older pupils show pride in taking responsibilities around the school, such as helping out with school meals.

Safety

- The school's work to keep pupils safe and secure is good. Leaders make sure that access to the school is secure.
- Pupils show a good understanding of bullying, and know when words can offend. They say they trust adults to help them to resolve minor disagreements, and that adults help them to understand how to keep themselves safe. Their behaviour is characterised by kindness and cooperation, as they say 'Teamwork makes dream-work'.
- Pupils are given good support to understand how to stay safe, for example when they learn about e-safety and unsafe websites. Parents are also given advice about this so that their children can use computers safely at home as well.
- All the parents who responded to the Parent View survey say that their children are kept safe and happy at school. This is reflected in the evidence collected during the inspection.
- Pupils attend regularly because they enjoy school. There have been no exclusions for over three years.

The quality of teaching

requires improvement

- Over the last two years, pupils in Key Stage 1 and in the early years have not made good progress, particularly boys and disadvantaged pupils. The quality of teaching in these year groups has now improved as staff have changed. Teachers now have high expectations, and provide good support to pupils so their progress is accelerating and standards are rising.
- Children in the Reception class are provided with a rich and stimulating environment so that they quickly develop skills both inside and in the outdoor classroom. Adults skilfully question the children so that they can reflect on their learning and extend their vocabulary. However, in recent years children's progress has

been hampered by teaching which has not engaged them sufficiently.

- The teaching of calculation has not been as strong in Key Stage 1 as it is in Key Stage 2. Until very recently, opportunities for pupils to apply their skills to investigate and solve problems were infrequent. As a result, some boys and disadvantaged pupils have fallen behind in their learning.
- Teachers often mark work thoroughly so that pupils understand what they have done well. Pupils then correct their work and take on more challenging work and this helps them deepen their understanding and make better progress. However, this is not so effective in Key Stage 1. Sometimes pupils are unable to understand the guidance the teacher provides and so fail to respond, especially in their written work. As a result they are not able to correct errors in punctuation and grammar.
- The teaching of phonics (letters and their sounds) is taught increasingly well to the younger pupils. Activities are fun, help pupils see the links between reading, writing and speaking, and give them confidence in tackling new words. This has particularly been the case since September 2014 as teachers have worked more closely together to plan activities for pupils at different ability levels. Pupils are given closer attention because they are taught in smaller groups.
- Teachers' expertise in teaching mathematics is strong in Key Stage 2. Pupils show their confidence in using their calculation skills effectively, and teachers question pupils in order to challenge their understanding. Pupils in Year 5, for example, were helped to act as experts as they explored how to measure angles. They were able to show their understanding by correct use of mathematical language.
- Additional adults are used well across the school. They make a valuable contribution to pupils' learning. A strong focus on the achievement of boys and disadvantaged pupils in Key Stage 1 is beginning to increase the rate of the progress they make.

The achievement of pupils

requires improvement

- In the past, pupils in Years 1 and 2 have fallen behind in writing and mathematics due to a legacy of weaker teaching. Boys and disadvantaged pupils have not achieved as well as they could. School leaders have recognised these pupils are not doing as well as they could and have taken steps to improve the teaching so that they catch up.
- Attainment in 2014 was around the national average for pupils in Year 6 in reading, writing and mathematics. At the end of Year 2 standards in mathematics were well below the national average.
- In Key Stage 2, pupils make better progress in reading than in writing. In 2014 the proportion of pupils making expected progress in reading was broadly average, and the proportion exceeding expected progress was above average.
- Typically, the teaching of phonics in Year 1 helps pupils reach the national standard, though weaker teaching led to a dip in 2014.
- Disadvantaged pupils in Year 6, in 2014, did less well than their peers, falling six months behind them in mathematics, 16 months in reading and eight months in writing. Gaps with other pupils nationally were six months in mathematics but around 12 months in reading and writing. Their progress was not as good as their peers or other pupils nationally. Information provided by the school, however, shows that they are now making faster progress and gaps are closing quickly, especially in Key Stage 2.
- Teachers make accurate assessments of how well pupils are doing. This helps them to track their progress and plan activities which continue to develop their skills. Disabled pupils and those who have special educational needs are given good support, often in small groups, and this results in them making progress at a similar rate to other pupils.
- The most able pupils achieve well. By the end of Year 6 most reach the high levels they should. Across the

school, improved teaching is ensuring that the progress of the most able pupils is accelerating.

The early years provision

requires improvement

- Previously, children have not made the progress of which they are capable. The teaching and provision made for boys and disadvantaged children were not good enough to ensure they made a good start to school life. As a result, children now in Year 1 and 2 were not sufficiently well prepared for the next stage in their learning.
- Improvements this year are ensuring that, from broadly typical starting points, children now thrive in the early years' classroom. Topics are planned so that children, and particularly boys, can choose what interests them. For example, children showed strong concentration as they explored the theme of space. Many explored what aliens might look like, others explored spaceships. Stimulating displays helped the children show great perseverance in the different activities.
- Children are quickly gaining confidence in developing their mathematical language. Adults, for example, helped children to count backwards. They learnt to use synonyms such as 'subtraction', 'take away' and 'minus' while solving problems with a number line. Their success in using the correct language resulted from their enthusiasm and engagement in the learning.
- The new leader of the early years has introduced many changes which are helping children settle quickly to routines and to make faster progress because they make good choices from a wide range of exciting activities. These are well planned to take full account of the children's interests and to build on what they can do already.
- Children behave well and show respect towards all adults. They work and play well together so that no time is wasted. The safe and stimulating environment has a good impact on their learning.
- Good use is made of a well-resourced outdoor classroom. Pupils' physical development is well promoted, as are their personal and social skills.

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

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| Unique reference number | 115095 |
| Local authority | Essex |
| Inspection number | 453685 |

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

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| 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 | 199 |
| Appropriate authority | The governing body |
| Chair | Su Stevenson |
| Headteacher | Sarah Miller |
| Date of previous school inspection | 7 March 2013 |
| Telephone number | 01992 574890 |
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