

# Theydon Bois Primary School

## Inspection report

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<b>Unique Reference Number</b>	115026
<b>Local Authority</b>	Essex
<b>Inspection number</b>	338493
<b>Inspection dates</b>	24–25 February 2010
<b>Reporting inspector</b>	Ruth Frith

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	307
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Linda Seagers
<b>Headteacher</b>	Elsbeth Bonds
<b>Date of previous school inspection</b>	20 September 2006
<b>School address</b>	Orchard Drive Theydon Bois Epping, Essex
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## Introduction

This inspection was carried out by three additional inspectors. The majority of time was spent observing learning. Inspectors visited 24 lessons and observed 11 teachers. They held meetings with governors, staff and pupils. They observed the school's work, and looked at a wide range of documentation which included the school's analysis of pupils' progress, teachers' lesson plans, the school's development plan and pupils' work. In addition, the questionnaire responses of 145 parents and carers, 30 staff and 98 pupils were analysed and their comments taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the use of assessment and target-setting and how they inform teaching and learning in order to ensure improving attainment over time
- the science curriculum and teaching to determine whether they are effective enough to improve science standards by the end of Key Stage 2
- the learning and progress of girls in Key Stage 2 to ensure that they achieve as well in mathematics and science as they do in English
- the strategies adopted by senior leaders, managers and class teachers to improve the quality of teaching
- the recent impact of leadership and management in the Early Years Foundation Stage on provision and outcomes.

## Information about the school

This is a larger-than-average sized primary school. Most pupils are from White British backgrounds. Very few pupils speak English as an additional language or are at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils that have special educational needs and/or disabilities is above average, as is that of pupils with a statement of special educational needs. The school has been presented with the Sports Activemark, the Get Set Olympic Mark, the Heartbeat award and Healthy Schools status. It is accredited with Investors in People. A new senior leadership team was created at the beginning of the current academic year. There is a relatively new governing body.

**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

This is a satisfactory school which provides a stimulating and caring environment where pupils enjoy their learning and feel safe. Staff provide well for pupils' personal development.

Outcomes for individuals and groups of pupils are satisfactory. By Year 6, pupils attain broadly average standards. The 2009 national assessments for Year 6 pupils show slightly above-average attainment in English and mathematics, but overall results were brought down by those in science. As a result of the school's recent work, the frequency of good teaching is improving so that in individual lessons pupils often make good progress. However, teachers sometimes do not use assessment information well enough to ensure that the work is well-matched to the ability of all pupils. Consequently, progress over time remains no higher than satisfactory. This is particularly the case for the lower to average-ability pupils. Through satisfactory monitoring, staff are beginning to reduce the gap between groups of pupils and have been successful in ensuring that girls are achieving at a similar rate to boys.

In the best lessons teachers present work that is interesting; learning moves at a good pace and pupils respond well to the challenges set. Pupils have a clear understanding of what is expected of them and how to improve their work. In other lessons, the pace of learning slows, for example, when pupils sit for too long on the carpet listening to the teacher. Sometimes pupils are unsure about the lesson's learning intentions and targets are not being used effectively enough to motivate pupils and drive up standards. The curriculum offers a wide range of interesting and memorable experiences. Good links are made between subjects so pupils find their learning relevant and enjoyable.

The pupils' enjoyment is reflected in their above-average attendance. Particular strengths are seen in their high-quality art and design work on display. There is a positive and enthusiastic atmosphere throughout the school and pupils are actively encouraged to care for others, and respect beliefs, religions and lifestyles. Consequently, the school is a harmonious and supportive community. Pupils contribute well to the school, and local and wider communities. Success in gaining national recognition for sports and the Healthy Schools award reflect good provision, which develops pupils' excellent understanding of how to live healthy lives. Pupils are well cared for and supported.

The headteacher has succeeded in creating a staff team who are keen to improve their practice. Staff morale is very high, as shown in their questionnaire responses. These strengths are reflected in the school's Investors in People award. Staff share a determination to provide pupils with a wide range of interesting opportunities to develop

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learning and well-being. The senior leadership team is effective in focusing the school's efforts on priorities. Senior leaders and managers accurately monitor and evaluate the progress and well-being of pupils and the quality of teaching and learning. Monitoring and evaluation are bringing about improvements in some areas. For example, leaders are effective in ensuring that provision and outcomes in the Early Years Foundation Stage are good. However, leaders and managers are not sufficiently focused on using the information gained from monitoring to ensure that teaching and pupils' progress are consistently good across all subjects. Governors know the strengths of the school and what is needed to improve. Their increasing awareness, together with recent improvements in teaching and the Early Years Foundation Stage, ensure the school has satisfactory capacity for sustained improvement.

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

- Raise standards in science by:
  - ensuring that lessons are not overly directed by the teacher
  - encouraging pupils, particularly those in Key Stage 2, to use their scientific knowledge and understanding to explain what they observe during investigations, rather than just describing what they see.
- Improve the quality and consistency of teaching so that at least 80% is good or better by December 2010 by:
  - ensuring that the work is well-matched to pupils' abilities
  - ensuring that all pupils know their targets and how to improve their work
  - using the expertise of support staff more effectively during whole-class sessions.
- Improve the effectiveness of leadership and management by ensuring that information gained from the monitoring of teaching and learning is evaluated and used well to set challenging targets which increase pupils' progress and raise attainment.
- About 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.

**Outcomes for individuals and groups of pupils****3**

Observations during lessons, an analysis of assessment information of what pupils can do, and a scrutiny of their work indicates that they are currently making satisfactory progress. The school has identified a range of strategies to accelerate progress and raise attainment. Improvement strategies have been more successful in reading, writing and mathematics than in science. The successful focus on teaching younger pupils the letters and the sounds that they make is having a positive impact on their reading and writing as they move through the school. Providing practical activities in mathematics and grouping pupils of similar ability together in Key Stage 2 are also reaping rewards.

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Staff have been less successful in raising attainment in science. In this subject, work is not well-matched to pupils' abilities. Pupils are overly dependent on teachers and fail to use their scientific knowledge and understanding effectively when undertaking investigations, particularly in Key Stage 2. Pupils with special educational needs and/or disabilities make good progress because their needs are quickly identified and they receive effective support. More-able pupils also frequently make good progress as indicated by the above-average proportion working at levels higher than those expected for their age. Pupils from minority ethnic groups and those who speak English as an additional language frequently achieve better than similar pupils nationally.

Pupils are keen to be involved in the school's development. The school council and the eco-council are particularly effective in helping to bring about improvements and in getting involved with the community. Pupils are proud of their school and what they do. They respond well to the strong moral code evident in school and socialise well through the wide range of enrichment opportunities. Pupils have a good understanding of bullying as an issue, and have confidence in the staff to deal with it. All pupils develop good personal qualities, such as working in small groups, taking turns and helping each other, which all contribute positively to their future economic well-being. Pupils' spiritual, moral, social and cultural development is effectively enhanced through assemblies, when they have opportunities to reflect. During the inspection they were all very enthusiastically involved in learning about the Winter Olympics. Through this, they developed a good understanding of a range of different cultures as well as gaining an appreciation of the core values of the Olympic Games. This is reflected in their Get Set Olympic Mark.

*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	2
<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>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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.

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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers' subject knowledge is good and effective use is made of a range of resources, including new technology, to support pupils' learning. In the best lessons, pupils' interest and enjoyment are captured well because teachers have a clear understanding of what they want pupils to learn and communicate this clearly. They use information from accurately assessing pupils' work to plan lessons, which builds systematically on previous learning. However, this is not always the case. Sometimes teachers do not match the work closely enough to pupils' prior learning, so progress is limited. More-able pupils are sufficiently challenged and those with special educational needs and/or disabilities are well supported and frequently do well. Those of below to average ability occasionally slip behind and do not complete their work. The expertise of support staff is not always used effectively during whole-class sessions. In the majority of lessons, teachers make useful comments to encourage pupils' progress. However, pupils do not always know their targets and how to improve their work. They are not reminded what their targets are in lessons or through the marking in their books. This is reflected in pupils' questionnaire returns where a small minority do not know how well they are doing at school.

The curriculum is particularly effective in enhancing pupils' personal development and well-being. It provides imaginative and effective opportunities for learning. Popular enrichment activities are varied and much enjoyed. Pupils also enjoy learning through a topic where their literacy, numeracy and information and communication technology skills are developed well. The curriculum does not ensure that pupils do as well in science. The curriculum is well adapted to support the learning of different groups, such as those with special educational needs and/or disabilities.

The good relationships evident throughout the school and the well-organised arrangements for the care of all pupils contribute effectively to their development, well-being and learning. A good number of experienced staff are well deployed to give effective targeted support for those with special educational needs and/or disabilities. Support for the lower to average ability pupils is less well targeted. The needs of vulnerable pupils are identified quickly and their progress and well-being carefully monitored. Staff work well with a range of services to ensure pupils receive the support they require. Most parents and carers express the view that their child's needs are well met. There are good arrangements to ensure a smooth transfer into and out of school and between key stages.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Monitoring and self-evaluation are satisfactory. Staff are aware of what they do well and have a clear programme for improvement. They provide parents and carers with information about teaching and the curriculum but only infrequently formally ask for their views and opinions. Effective partnerships have been developed with a range of schools and support agencies, which mainly impact positively on pupils' experiences and learning. Staff know the groups of pupils who may be subject to discrimination, and effective support and promotion of equality of opportunity ensure that all are included and valued. Gaps in attainment are improving but more still needs to be done to support the below- to average-ability pupils. Formal procedures to protect pupils and keep them safe are good. The school makes a good contribution to promoting community cohesion based on a clear understanding of its religious, ethnic and socio-economic context. Pupils benefit from the school's links with local schools, some in London and abroad. There are some gaps in the way staff monitor this area of their work. The relatively newly established governing body is becoming more active in the way that it monitors the school's work and holds it to account.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>3</b>
	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>3</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>



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<p><b>The effectiveness with which the school deploys resources to achieve value for money</b></p>	<p><b>3</b></p>

## Early Years Foundation Stage

Many children enter Reception with standards in calculation, communication, language, literacy and some aspects of personal and social development below those frequently seen in children of this age. They make good progress, so that by the time they enter Year 1 most are working securely within the early learning goals across all areas. Leadership and management are good and the team's recent focus on improving children's skills are bearing fruit. Teaching and provision are good. The environments both in classrooms and outside are welcoming and offer a good range of learning opportunities. There is a good balance between activities that children choose for themselves and those that are led by adults. Staff assess children's progress and achievements regularly and use this information, together with discussions with children about what they like to do, to plan the next small steps in their learning. Children enjoy the activities, grow in confidence and develop independence; for example, when playing in the 'fitness centre' where they use their imagination to act out different roles, develop their communication skills and enhance their understanding of how to live healthy lives. Children get on well together and respond well to the expectations of the adults. They demonstrate a good understanding of how to keep themselves safe through their attitudes and behaviour towards others. Effective policies and procedures ensure that children settle quickly, are safe and well protected.

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

<p><b>Overall effectiveness of the Early Years Foundation Stage</b></p>	<p><b>2</b></p>
<p>Taking into account:</p>	
<p>Outcomes for children in the Early Years Foundation Stage</p>	<p>2</p>
<p>The quality of provision in the Early Years Foundation Stage</p>	<p>2</p>
<p>The effectiveness of leadership and management of the Early Years Foundation Stage</p>	<p>2</p>

## Views of parents and carers

Almost all parents and carers who responded to the questionnaire say that they are happy with their children's experiences. They think that their children enjoy being at Theydon Bois Primary. The large majority believe their children are taught well. Almost all think the school helps their children to live healthily. All believe their children are kept safe. A very small minority have concerns about their children's progress and the information they receive about this. Inspectors found that pupils make satisfactory progress and those with special educational needs and/or disabilities make good progress. A few parents and carers think the school does not take full account of their

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suggestions and concerns or have worries about some pupils' behaviour. Inspectors found that the school's engagement with parents and carers is satisfactory and pupils' behaviour is good.

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

Ofsted invited all the registered parents and carers of pupils registered at Theydon Bois 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 145 completed questionnaires by the end of the on-site inspection. In total, there are 307 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	59	55	38	4	3	0	0
The school keeps my child safe	111	77	34	23	0	0	0	0
The school informs me about my child's progress	60	41	71	49	9	6	5	3
My child is making enough progress at this school	57	39	77	53	8	6	3	2
The teaching is good at this school	63	43	76	52	4	3	1	1
The school helps me to support my child's learning	50	35	78	54	13	9	3	2
The school helps my child to have a healthy lifestyle	73	50	70	48	2	1	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)	52	37	73	52	7	5	2	1
The school meets my child's particular needs	56	39	79	54	8	6	2	1
The school deals effectively with unacceptable behaviour	63	43	75	52	4	3	2	1
The school takes account of my suggestions and concerns	45	31	82	57	10	7	4	3
The school is led and managed effectively	90	62	48	33	4	3	2	1
Overall, I am happy with my child's experience at this school	85	59	56	39	2	1	2	1

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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 pupil's 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.**



26 February 2010

Dear Pupils

Inspection of Theydon Bois Primary School, Epping, Essex, CM16 7DH

Thank you for making us feel so welcome when we recently visited your school. We really enjoyed talking to you and looking at your work. We were particularly impressed by your art and design work on display, including your work on the Winter Olympics. Thanks also to those of you in Key Stage 2 who completed the questionnaires. Your comments were usually very positive. We were pleased to see some of the improvements in your school, and we think it is giving you a satisfactory education. Here are some of the things we found out.

You enjoy learning, particularly in those lessons which make learning fun and provide good challenge.

You enjoy working and playing together and we think your behaviour is good. Well done!

You have an excellent understanding of what you need to do to stay fit and healthy and this is influencing what you eat and how you exercise.

We think you work hard to make the school and local community better by suggesting improvements and carrying these out.

All the adults look after you well so you feel safe in school and know who to go to if you have a problem.

We have spoken with the headteacher, staff and governors and they have agreed to do the following things to make the school better. They will try to make sure that all teaching is good, and focus on raising your standards in science where we think you could do better. Leaders and managers in the school will improve what they do to ensure that your school continues to improve. We know you will help by working as hard as you can in lessons and ensuring that you always do your best.

We hope you all continue to enjoy your school.

Yours sincerely

Ruth Frith

Lead inspector

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