

# Inspection of a good school: Coopersale and Theydon Garnon Church of England Voluntary Controlled Primary School

Brickfield Road, Coopersale Common, Epping, Essex CM16 7QX

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Inspection dates:

6 and 7 December 2022

## **Outcome**

Coopersale and Theydon Garnon Church of England Voluntary Controlled Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils are happy and enjoy their learning. In the early years, children settle quickly. They grow in confidence to ask questions and 'have a go'. They become increasingly independent. As pupils get older, they share ideas confidently and help each other. They respond well to the high expectation of teachers. They persevere with tasks, on their own and in groups. They develop mature, positive attitudes to learning.

Pupils say that learning is fun. They enjoy the trips, visits and events which link to their learning. Pupils proudly represent the school in sporting tournaments.

Regular discussions help pupils to develop tolerance and respect for others. They value the importance of being good citizens. Pupils raise money for charity and collect items for the local food bank. They work with the local community and enjoy their close links to the local church. The choir proudly sings at local community and church events.

Pupils feel safe and are safe. They appreciate the principles of 'harmony and safety' which underpin the school rules and relationships. At breaktimes, pupils of all ages mix happily together. Older pupils act as sports leaders, organising games that everyone can join in. Bullying happens rarely. Pupils are confident that teachers will stop any unkind behaviour quickly.

## **What does the school do well and what does it need to do better?**

In most subjects, leaders have put in place a well-thought-out curriculum. This enables pupils to develop their learning in small steps. In these subjects, teachers have the expertise to put these plans in place well. Teachers introduce new ideas and vocabulary clearly. They check pupils' understanding before moving on. They provide more practice and extra help for individuals and groups who need it. Learning is made memorable

with regular recaps, practical activities, visits and visitors. In these subjects, pupils can explain how they use what they already know to tackle new ideas and tricky tasks. In a few subjects, leaders' curriculum planning is less well developed. The most important content has not been clearly set out. Pupils learn new facts but are not helped to make links to what they have learned before or apply their learning to more complex tasks in these subjects.

The reading curriculum sets out what children need to know from the early years through to Year 6. In Reception, children are attentive and eager to use the sounds and words they learn. Pupils in Years 1 and 2 receive books to read that are closely matched to the sounds they are learning. Pupils who need extra help with phonics get regular support from well-trained adults.

As reading skills develop, older pupils are introduced to a range of ambitious authors by their teachers. They discuss these texts with their peers in lessons and enjoy listening to their teachers read aloud regularly. Older pupils read well and with enthusiasm. Pupils enjoy learning new vocabulary and use this correctly to discuss ideas. This helps them to explain their thinking clearly.

Pupils with special educational needs and/or disabilities (SEND) engage fully in the school community. Teachers adjust tasks and provide extra equipment in lessons so that pupils with SEND, including children in the early years, get the help they need to access the same curriculum as their classmates. Where pupils need extra help to meet their specific needs, this is provided in a timely and effective way.

Pupils behave sensibly in lessons from the early years. Teachers are quick to help pupils who need to refocus on their learning. Pupils value their calm and focused lessons.

Older pupils understand what bullying is and say it happens very rarely. Some younger pupils have a less well-developed understanding of the difference between bullying and occasional unkind incidents. Pupils throughout the school say that teachers will listen to them if they have a concern and help to resolve it.

Staff are proud to be part of the team here. They feel that leaders consider their views and well-being when making decisions. Staff feel supported by school leaders to manage behaviour and improve their skills. Teachers appreciate the ongoing training to enable them to teach well.

Governors and leaders have a good understanding of what is working well and what needs to improve. Leaders' review of the additional support that is provided to pupils is reviewed regularly. However, leaders are not always precise or timely in identifying how this provision could be improved or adjusted.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils learn to stay safe, including online, and to be vigilant with road safety. Systems

are in place across the school to enable pupils to share any concerns with their teachers. Pupils are confident in these systems.

Staff are well trained to identify and report any signs that pupils need help or are at risk. Leaders take appropriate actions to keep pupils safe in school. They follow safer recruitment practices and seek advice when needed. Leaders act promptly to secure extra help for pupils and their families. They work well with external services.

Governors take their statutory responsibilities for safeguarding seriously and check school systems regularly.

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

### **(Information for the school and appropriate authority)**

- In a few subjects, leaders have not identified precisely enough the most important learning and how this develops across the school. In these subjects, pupils are not consistently able to make links within and across their learning. Leaders should ensure that they clearly identify and set out the knowledge to be learned and that staff have the expertise to develop this across the school.
- Leaders are developing systems to monitor the quality of additional support and intervention. While these systems are developing, leaders are not always aware promptly enough how well provision is meeting the needs of pupils. Leaders should ensure that systems are consistently in place to monitor and evaluate the effectiveness of support and to adjust this rapidly when necessary.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in February 2017.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	115095
<b>Local authority</b>	Essex
<b>Inspection number</b>	10211467
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	195
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jonathan Goldsworthy
<b>Headteacher</b>	Dale Bateman
<b>Website</b>	<a href="http://www.coopersaletheydongarnon.essex.sch.uk">www.coopersaletheydongarnon.essex.sch.uk</a>
<b>Date of previous inspection</b>	21 and 22 February 2017, under section 5 of the Education Act 2005

## Information about this school

- As the school is designated as having a religious character, it is inspected under section 48 of the Education Act 2005. The last section 48 inspection of this school took place in January 2016. The school was graded as 'good' in this inspection. The next section 48 inspection will take place within eight years.
- Leaders do not currently use any off-site providers of alternative education.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector met with representatives of the governing body, including the chair of

governors.

- The inspector met with the designated safeguarding lead and other staff to discuss safeguarding.
- The inspector scrutinised a range of documentation during the inspection, including the school development plan and safeguarding records.
- The inspector considered the 22 responses to the online survey, Ofsted Parent View, including nine free text comments. She also considered 17 responses to the staff survey and 20 responses to the pupil survey,
- The inspector spoke to groups of pupils about their experiences of school life and their learning in lessons to understand what it is like to be a pupil in their school. She also observed the behaviour of pupils during breaktime and around the school.

### **Inspection team**

Lynne Williams, lead inspector

His Majesty's Inspector

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