

# Monks Coppenhall Primary School

## Inspection report

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<b>Unique Reference Number</b>	111064
<b>Local Authority</b>	Cheshire East
<b>Inspection number</b>	356857
<b>Inspection dates</b>	16–17 February 2011
<b>Reporting inspector</b>	Judith Straw

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>	336
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr D Malam
<b>Headteacher</b>	Mrs Karen Dutton
<b>Date of previous school inspection</b>	3 December 2007
<b>School address</b>	Remer Street Crewe Cheshire CW1 4LY
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## Introduction

This inspection was carried out by three additional inspectors. They visited 19 lessons taught by 14 teachers. They held meetings with parents and carers, members of the governing body, teachers and groups of pupils and attended a school assembly. They observed the school's work and looked at pupils' books and assessment data and records, the school improvement plan, school policies and checked safeguarding documentation and procedures. Inspectors scrutinised 162 pupil, 28 staff and 66 parental and carer questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas

- the attainment and progress of pupils in mathematics
- the progress of different groups of pupils and the quality of the curriculum for more-able pupils and pupils with special educational needs and/or disabilities to determine whether teaching is challenging enough
- the pupils' behaviour, attendance and preparation for the next stage of their education
- the outcomes and quality of provision for children in the Early Years Foundation Stage.

## Information about the school

The school is much larger than average. Most pupils come from a White British background. The number from minority ethnic backgrounds is low and few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is more than twice the national average. The proportion of pupils with special educational needs and/or disabilities is just above average, but the proportion with a statement of special educational needs is low. The school has achieved recognition for its provision as a Healthy School. It has an Inclusion Award, Artsmark Gold, Family Learning Kitemark, the Activemark, Dyslexia Friendly School Quality Mark and in July 2010 received the Every Child Matters Quality Mark.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Monks Coppenhall is an outstanding school which has demonstrably gone from strength to strength since its last inspection when it was judged to be satisfactory. The school has sustained some outstanding aspects in pupils' personal development and accelerated the learning and progress of all pupils so that they are outstanding. From well-below-average starting points on entry to the Early Years Foundation Stage, pupils reach above-average attainment and their attendance is now consistently above average. Their achievement puts them in the top five per cent of schools nationally.

Outstanding care, guidance and support, teaching and an excellent curriculum combine to enable all pupils, regardless of their academic ability, to make outstanding progress. Pupils reflect the high-quality care they receive in the genuine consideration they show to each other and the enthusiasm with which they make a contribution to their local and wider communities.

Children make a good start in the Early Years Foundation stage where they settle quickly in the stimulating and exciting environment. However, opportunities for physical development are restricted currently by lack of space and some activities can be over-directed. High expectations for good behaviour and rapid learning are established even for the youngest children so that they all make good progress. Excellent arrangements for equal opportunities mean that all pupils progress equally well, including those with special educational needs and/or disabilities. Progress is now as strong in mathematics as it was already in English.

The dedicated headteacher, deputy headteacher and assistant headteachers lead a team of staff committed to giving the pupils the best possible education. Together, they live up to their mission statement, which is to be 'a school where education is about learners experiencing the joy of discovery, solving problems, being creative, developing their self-confidence and maturing socially and emotionally'. Excellent partnerships with others in the local community and further afield are exploited to enrich pupils' learning and widen opportunities. Self-evaluation is honest, rigorous and accurate. Since the last inspection, all areas for development have been dealt with thoroughly. The school is in an excellent position to make further improvements and has outstanding capacity to improve.

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

- Consolidate and build on the good provision in the Early Years Foundation Stage by:
- - extending the space available for children's physical development
- - furthering children's independent learning through planning more opportunities for them to choose their own learning activities.

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## Outcomes for individuals and groups of pupils

**1**

In lessons, pupils work independently and are keen to learn. Their attitudes are always positive and they are resilient. If they find a piece of work difficult, they become frustrated sometimes and then try even harder. Pupils' excellent attitudes and behaviour are key features of why they achieve so well and enjoy their learning so much. Pupils show great respect for each other and support each other when working in pairs or groups. They have well-developed listening skills and learn early on the importance of thinking answers through. Pupils understand that they must be able to extend and justify their opinions or ideas. In an outstanding English lesson in Year 3, pupils were first rehearsing and then writing down elegant and creative sentences inspired by excellent teaching and the stories of Beowulf. Pupils enjoy the creative ways in which topics are linked for them. For example, when Year 4 pupils were learning about electrical circuits, they were set a challenge to help archaeologists see in the dark of a Pharaoh's pyramid. This led pupils to learn about electricity and electronic circuits. Pupils made torches from basic materials and were able to explain how they worked.

Pupils explain confidently how the school helps them to keep safe and to be healthy.

There are numerous activities to suit every taste and nearly all the pupils engage in a club or after-school activity. Every class is involved in growing fruit and vegetables which are used in the kitchen. Pupils are committed to learning about how to preserve the environment and enjoy lessons in the 'forest school' especially. The ECO committee monitors the school's use of energy and constantly looks for ways to save energy and cut down waste, for example, by organising recycling competitions. Pupils are generous in giving time to support good causes and to supporting each other. There are playground leaders, buddy-readers and a highly active School Council. Recently the School Council designed and organised a sensory garden. An enterprise committee has just opened a school stationery shop in the playground. The shop also sells a beautiful range of cards which pupils have designed. Everyone gets involved in this school and because of their good academic skills and positive approach their preparation for the next stage of education is excellent.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</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>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</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

## How effective is the provision?

Teachers have very high expectations of all pupils and set challenging tasks. They know how to create ideal conditions for learning. Teachers do not see any kind of special educational need or any form of disadvantage as a barrier to achievement. They support and engage individuals and that belief inspires pupils. Every classroom has a buzz of activity and a sense of purpose. From a very young age, pupils work independently and are keen to learn. Teachers praise and celebrate pupils' achievements regularly so that the pupils' self-esteem and confidence blossoms. Pupils have the confidence to assess accurately their own work and that of their peers. Teachers' expert assessment procedures ensure that every pupil knows how to improve their work and reach their targets.

The curriculum integrates all of the essential components that enable pupils to make outstanding progress. Topics are chosen to enthuse and inspire. Pupils' learning experience is wide and they develop numeracy, literacy and information and communication technology skills rapidly through a diverse range of projects. Pupils enjoy the opportunity to learn German especially. Teachers combine topics skilfully to broaden pupils' horizons with the opportunity to learn about themselves. The means for supporting pupils, guiding and advising them are built into the curriculum. Lessons are structured to give pupils rich opportunities both in the classroom and in the wider world. Visits, such as to the Imperial War Museum and the Menai activity centre, enhance learning by practical

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experience. A wide range of clubs, many with a focus on fitness, ecological awareness and communication skills, extends learning beyond the school day.

Teachers, teaching assistants, the learning mentor and other adults know their pupils exceptionally well and support them expertly. The school has sophisticated monitoring systems, which identify with precision any pupil in need of extra support or in danger of falling behind. A wide range of strategies is used to give intense support for short bursts to help many different pupils. Transition into school in the Reception Year and on to high school at the end of Year 6 is managed expertly so that pupils are confident about moving on, though regretful to leave behind a school that has given them so much pleasure. Care is not limited to nurturing potentially vulnerable pupils. There is a culture of respect and trust that infuses every aspect of this school. All adults and pupils care for each other and the school provides a haven of peace and learning in the community.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leaders and managers are highly effective. The headteacher and the deputy headteacher have a clear vision for Monks Coppenhall and this vision is shared effectively with all staff, pupils and parents and carers. The school sets exceptionally high standards and the staff rise to the challenge. The leadership and management of teaching and learning are outstanding and have ensured that teaching has gone from strength to strength and the progress that all pupils make is exceptional. Rigorous monitoring, evaluation and review are embedded within all the school's work.

The governing body is knowledgeable about all aspects of the school. It supports the school effectively and is involved in self-evaluation. Leaders and managers at all levels, including curriculum leaders, are highly effective in promoting equality of opportunity, tackling discrimination and promoting community cohesion. The results of this are seen in the outstanding progress made by all pupils and in their good manners, awareness of themselves and others and understanding of different cultures, beliefs and lifestyles.

Safeguarding is outstanding. All possible policies and procedures are in place because the school takes very seriously its commitment to keeping pupils safe. As a result, all pupils are entirely confident that they are safe and well cared for in school and the vast majority of parents and carers agree. The school is regarded as a model of good practice in its work in promoting the achievement and well-being of looked-after children.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with levels of knowledge and understanding below what is expected for their age. Skills are well below average in communication, language and literacy and numeracy. The children settle quickly into the Reception classes and although progress is slower in the first half of the year it accelerates so that, by the time they enter Year 1, they have made good progress and nearly all are working at the expected levels. Children make excellent progress in their emotional and social development, behaviour and attitudes to learning.

Teaching and learning are good across the Reception classes and there are examples of excellent practice. Children love the way in which words and music are often combined and in a warm-up session for a language and literacy session, pleasure was written all over the faces of children about to sing about 'baby bear'. Teachers' planning is well thought out and is influenced by what the children want to learn. Assessment is thorough and children and parents and carers can see what children are achieving in their 'learning journey' books. Tracking records are kept so that all adults know exactly how much progress each child has made. Adults have a very good awareness of where children might need some additional support, which they provide quickly. The indoor learning area is colourful and supportive to learning, with a good range of resources. The outside area is set out effectively so that children can experience all areas of learning, but with a limitation on physical development because the area is rather small. Sometimes, sessions are a little 'over-directed' so that not all children have a free choice about which activities they are going to do.

Leadership and management are good. Children feel safe and happy because they are well cared for. Parents and carers are very happy with what is provided and feel that they can approach the school at any time with any concerns. Adults are engaged fully with

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children and ensure they remain safe and healthy. Staff work together as a strong team led by an experienced and highly competent leader.

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

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

## Views of parents and carers

The very large majority of the parents and carers who responded to the questionnaire and all those who met inspectors were entirely happy with all that the school provides. Parents and carers hold the school in high regard and are especially pleased with the way in which the school helps children with any learning difficulties to make excellent progress. Two parents felt that there was not enough time to talk to teachers about their children's progress. Inspectors found that teachers are available at the end of each day and there are parents' evenings when pupils' progress is discussed in detail.

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

Ofsted invited all the registered parents and carers of pupils registered at Monks Coppenhall 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 336 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	52	30	45	1	2	1	2
The school keeps my child safe	39	59	25	38	2	3	0	0
My school informs me about my child's progress	30	45	31	47	4	6	1	2
My child is making enough progress at this school	33	50	29	44	2	3	0	0
The teaching is good at this school	33	50	30	45	2	3	1	2
The school helps me to support my child's learning	31	47	29	44	5	8	1	2
The school helps my child to have a healthy lifestyle	32	48	33	50	1	2	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)	24	36	37	56	1	2	2	3
The school meets my child's particular needs	28	42	36	55	0	0	1	2
The school deals effectively with unacceptable behaviour	25	38	36	55	3	5	1	2
The school takes account of my suggestions and concerns	21	32	41	62	2	3	1	2
The school is led and managed effectively	27	41	35	53	2	3	2	3
Overall, I am happy with my child's experience at this school	34	52	30	45	1	2	1	2

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



February 18 2011

Dear Pupils,

**Inspection of Monks Coppenhall Primary School, Crewe, CW1 4LY**

Mr Wainwright, Mr Mackenzie and I enjoyed our visit to your school. You made us feel welcome, talked to us openly and impressed us by your excellent manners, friendliness and respect. Thank you for all the questionnaires you filled in for us. Well over a hundred of you included comments such as 'school is brilliant', 'we are a fantastic school', 'we are sensible and polite' and 'school is safe and kind' and we agree with you.

Monks Coppenhall provides you with an outstanding education and you are right to be proud of yourselves and your school. By the end of Year 6, you are achieving standards above the national average and your achievement puts you in the top five per cent nationally. This is important, but just as important is your outstanding personal development. You are becoming responsible young citizens. You develop good attitudes to learning and to school because the headteacher and all the other adults in the school set very high expectations of how you should behave and they make school exciting and enjoyable. Everyone takes excellent care of you and ensures that you have the best possible chance to succeed.

To make Monks Coppenhall even better, we have asked the school to look at arrangements for the youngest children. We saw that children in the Reception classes make good progress, but we noticed that they do not have much space for using the bikes and other large equipment. Sometimes they are not able to choose their own activities freely. You can play your part by continuing to behave as well as you do, enjoy your lessons and attend every day.

Yours sincerely

Judith Straw

Lead Inspector (on behalf of the inspection team)

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