



# Theydon Bois Primary School

## Inspection Report

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**Unique Reference Number** 115026  
**Local Authority** ESSEX  
**Inspection number** 290105  
**Inspection dates** 20–21 September 2006  
**Reporting inspector** Mr. John Williams HMI

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 address</b>	Orchard Drive
<b>School category</b>	Community		Theydon Bois, Theydon Bois
<b>Age range of pupils</b>	4–11		Epping, Essex CM16 7DH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01992 813083
<b>Number on roll (school)</b>	311	<b>Fax number</b>	01992 815451
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs.M Koczan
		<b>Headteacher</b>	Mrs. E Bonds
<b>Date of previous school inspection</b>	17 September 2001		

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<b>Age group</b> 4–11	<b>Inspection dates</b> 20–21 September 2006	<b>Inspection number</b> 290105
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## Introduction

The inspection was carried out by one of Her Majesty's inspectors and two additional inspectors.

## Description of the school

Theydon Bois Primary school caters for children aged 4 to 11 from the local village and is popular with parents. Pupils' attainment on entry is broadly in line with the national average. The proportion of pupils eligible for free school meals or with learning difficulties or disabilities is below average. There are a few pupils from ethnic minority groups. The school prides itself on the opportunities it offers pupils outside the formal curriculum and the care and support it provides for its pupils.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Theydon Bois primary school has seen much change over recent years and whilst maintaining its good standard of care and well-being of pupils it has, until last year, been suffering from a fall in standards. This decline has been arrested and standards are once more heading in the right direction. They are good in the Foundation Stage and provisional 2006 national test results at the end of Key Stages 1 and 2 indicate that they are improving. Pupils' achievement is satisfactory. Pupils enjoy a well planned and very broad curriculum that also offers them a number of extra curricular activities. Though much of the teaching is good, some of it is inadequate. As a result, the impact of teaching on achievement is only satisfactory overall. Pupils' personal development is good and they clearly enjoy coming to school. They respond well to teachers and each other, enjoy their lessons, and behave very well. Pupils who have learning disabilities or difficulties are supported skilfully so they make good progress. All adults are concerned for pupil's well-being as shown by the outstanding focus on healthy living and lifestyles. At breaktimes pupils eat fruit, play and exercise together well, and they feel safe and happy. Though the school has these good features, inspectors do not judge it to be as good as it says it is at the present time as standards are only just beginning to improve again. It received a good inspection report five years ago and progress on the key issues identified is generally satisfactory. Management's self-evaluation is an honest and accurate reflection of strengths and weaknesses. However, the school does not monitor teaching systematically enough, nor use monitoring information and assessment data sharply to set targets for improving learning and achievement. Inspectors conclude that its effectiveness and capacity to improve are satisfactory.

### What the school should do to improve further

- Monitor consistently the quality of teaching and use the outcomes to identify clear priorities to improve teaching, learning and achievement
- Collate assessment information about groups of pupils so that there is clear indication of the progress they are making
- Ensure rigorous processes are established to evaluate the impact of what the school does.

## Achievement and standards

### Grade: 3

Pupils begin school with standards that are broadly in line with national averages. In the Foundation Stage they are prepared well for learning in Year 1 and standards are good. A downward trend in results in both key stages from 2003 has been arrested and scores in national tests for 2006 are improved. The proportion of pupils achieving the expected standard at age 11 is now better than national average, and the proportion of those achieving the higher level is good and more than the targets set by the school. Achievement is now satisfactory by the end of Key Stage 2, though in 2005 a significant number of pupils did not meet their targets. For most of these, personal circumstances

such as prolonged illness and absence affected their learning. Though early in the school year, there is indication that the majority in Year 6 are on course to achieve their targets. Pupils' speaking and listening skills are very good and they are independent yet cooperative learners. The school caters particularly well for pupils with learning difficulties and disabilities, who make good progress.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good. Attendance is above average; pupils enjoy school and they feel safe within it. Their attitude in lessons is good and they behave well. Incidents of bullying are rare and, crucially, pupils know who to turn to if they are in difficulty and do so. They have an excellent understanding of the need for healthy eating and the school provides ample opportunities for physical activity both in lessons and in clubs. Their social development is promoted well, for example by a residential visit, to which pupils in Year 6 look forward eagerly. Spiritual, moral, social and cultural development is good. Pupils understand and appreciate the festivals of a range of faiths and cultures represented in society. They contribute to the development of the school, for instance through the Playground Project, and to the wider community by taking the initiative in raising money for charity. They take on a range of responsibilities such as helping younger pupils in the playground and dining hall.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Overall, the quality of teaching and learning are satisfactory; in the Foundation Stage it is good. Here, well structured and purposeful activities fully engage pupils' interests and challenge them to improve. As a result, pupils are motivated to learn quickly and make good progress. In the rest of the school, although much of the teaching is good, there are significant variations across classes and some teaching is inadequate. In many lessons, teachers are clear about what pupils are expected to learn and plan activities that are suitably matched to their needs. They use appropriate strategies to engage pupils' interest and question them skilfully to assess their understanding and extend their knowledge. As a result, pupils are highly motivated and make good progress. In a few lessons, teachers are not clear about the purpose of activities and do not use time efficiently. As a result, pupils fail to make sufficient progress. Though the school has clear procedures for assessing pupils and detailed information about their attainment, it has only just begun to collate these into a format that would enable subject leaders and senior managers to have an accurate overview of pupils' progress on a termly basis.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and it takes account of the needs of mixed-age classes. In addition to the National Curriculum, pupils learn French and have access to a very wide variety of clubs and sports. Where available, information and communication technology is used effectively to support teaching and learning across the curriculum and to support pupils with learning difficulties or disabilities. The curriculum strongly promotes pupils' personal development and healthy lifestyles. Teaching assistants provide good support to pupils with learning difficulties or disabilities. There is a suitable programme of activities for pupils who are more able and changes to the ability grouping of Year 5/6 mixed-age classes has helped to improve the standards they attain. The school has very strong community links and works effectively with a range of organisations to enhance the curriculum and prepare them for adult life. For example, through the Woolworths Playground Partnership, pupils have had good opportunities to develop their enterprise skills by co-ordinating and planning the construction of a quiet garden within the school grounds.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support for pupils are good. The headteacher and staff know pupils and their families very well, and the vast majority of parents are very positive in their support for the school. The school carries out the necessary checks on its staff to safeguard pupils, and child protection is in place. Appropriate risk assessments are carried out on activities and trips. Pupils feel that they are given good guidance on their transfer to secondary school. Academic guidance is satisfactory overall. Pupils with learning difficulties and disabilities are supported well in class and make good progress. Children who are vulnerable receive good support.

## **Leadership and management**

### **Grade: 3**

The quality of leadership and management is satisfactory. Staff changes and the illness of key personnel have impacted on the school in recent years, particularly on the management and leadership team. However, the headteacher continues to inspire confidence in her staff and gains great loyalty from them. Communication between members of the school community is good, Governors have a satisfactory overview of the school's strengths and weaknesses, and parents' and pupils' views are welcomed and acted upon. Equality of opportunity and inclusion are high on the agenda and everyone, pupils and all adults, feel part of a welcoming community. The allocation of financial resources is based upon sound principles and financial management is good with the headteacher actively seeking to assess value for money. For example, there is a clear rationale for allocating learning support. The self-evaluation form (SEF) is an honest and accurate document which identifies correctly the weaknesses of the

school. Senior staff are accurate in their judgments about teaching quality but, though teachers are monitored, much feedback to them is informal and there is no consistent system for recoding or collating information on the strengths and weaknesses of teaching across the school. As a result activities targeted at improving the quality of teaching lack rigour. The school also collects a lot of information about its performance but it does not use this information systematically or sharply to inform the school improvement priorities.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

22 September 2006 Dear Pupils/Students Theydon Bois Primary School, Orchard Drive, Theydon Bois, Essex, CM16 7DH Mrs Olajide, Mr Sangster and I enjoyed meeting you when we visited your school. Thank you for welcoming us. We are impressed with the way everyone works and plays together. When you are in lessons we like the way you work with each other, your teachers and teaching assistants. You seem to enjoy coming to school and behave very well. Mrs Bonds and all the teachers, teaching assistants and other adults who work in school take good care of you. It is good to see so many of you keeping fit in PE and games and taking part in other activities such as clubs. And you really know about healthy eating. We think that the food the school provides for you at lunchtime is fantastic! We have asked the school to look at ways to help you do better in your studies by the end of Year 6 by seeing how they can better keep track of what you are doing. Last year the Year 6 did much better in their SATs, so hopefully those now in year 6 will try and beat this! Many of your teachers are really good and we have also asked the school to find ways to make teaching good for everyone. We hope you will continue to work hard and do well at Theydon Bois Primary School. John Williams Her Majesty's Inspector