



QUALITY ASSURANCE REVIEW

COOPERS LANE PRIMARY
SCHOOL

Name of School:	Coopers Lane Primary School
Headteacher/Principal:	Paul Hooper
Hub:	South East London
School phase:	Primary
MAT (if applicable):	Not applicable

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	23/02/2022
Overall Estimate at last QA Review	Effective
Date of last QA Review	05/02/2022
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	27/03/2017



Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels Leading

Quality of provision and outcomes Leading

AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of excellence N/A

**Previously accredited valid areas
of excellence** N/A

Overall peer evaluation estimate Leading

***The Quality Assurance Review estimates are not equivalent to Ofsted grades.
The QA Review uses a different framework to Ofsted and the review is
developmental not judgmental.***

1. Context and character of the school

Coopers Lane Primary School, situated in Grove Park, South London, has a memorable motto composed by a pupil, which for the current roll of 654 pupils reads, 'all different, all equal, all smiling'. Consequently, this larger than average, oversubscribed three form entry community school, with 53% boys, prides itself as a place where pupils want to be. For next year, of the 90 available places in Reception, 101 families have made Coopers Lane their first choice and 113 families their second. Few pupils choose to leave mid-year. Additionally, the 46 place nursery is full.

The school has a diverse ethnic population, with White British as the largest ethnic grouping, followed by pupils from Black African and Caribbean heritages. 28% of pupils have English as an additional language (EAL), which include Romanian and Mandarin. Thirty pupils have an Education, Health, Care Plan (EHCP), of which eight are in Reception, and four pupils use the school's 'Centre for the Deaf'. The school also caters for those with ADHD and Downs Syndrome. 22% of pupils are disadvantaged. Attendance is above the national average but since the pandemic, attendance levels have been lower.

2.1 Leadership at all levels

- Leaders have carefully built, over time, a vibrant, inviting and wholly inclusive school environment. Staff and pupils are well cared for and, together they learn well. Attitudes and behaviour are excellent, and pupils talk proudly about how rooms and year groups are named after London Underground stations such as, Bond Street, Green Park and Victoria. There is even an underground tube train in the playground for pupils in Key Stage 2.
- Leaders have created a genuinely 'happy' school, where pupils and staff want to be. People look out for one another and show genuine concern for their welfare. As a result, staff morale is high. In staff meetings and briefings, there is a heartfelt laughter that resonates around the school's Edwardian Buildings.
- Leaders have a very secure view of the school's strengths and areas for development. They have accurately pinpointed that pupils' writing could be better. However, instead of insisting on repetitive 'writing interventions', their response is strategic. Their leadership is insightful and forward thinking, typified by statements such as, 'the quality of the writing is in what the pupils are reading.' Hence, pupils are exposed to texts of different genres, writing styles and demanding vocabulary. Moreover, pupils' home reading is pitched to their reading age and level of phonics development.
- This school grows its own leaders brilliantly. Both the headteacher and one deputy returned to working at this school, having left this place to work elsewhere.

This school's magnetic drawback is infectious because it is a 'petri-dish' for high quality leadership. Professional development opportunities are bespoke, with many staff choosing different national professional qualification pathways.

- School leaders make it their business to celebrate pupils' work. The high quality displays, which are frequently refreshed, testify to this. Nothing is allowed to stagnate in this 'Growth Mindset' school because leaders celebrate the present and not the past.
- All curriculum leaders have developed 'Big Questions' to check out pupils' knowledge and understanding in their current unit of work. Through these questions, leaders closely monitor how well the curriculum has been delivered, through the pupils' eyes. For example, in History, the Big Questions for Year 4 included, 'Can you describe what happened during the Gunpowder plot in 1605?' and 'Why was Charles I a disastrous King?'
- Leaders at all levels function exceptionally well because they are empowered to trial 'stuff', make mistakes and learn from those experiences, which these leaders relish.
- Middle leaders adopt strong collaborative practice, because of carefully thought through coaching and professional development. Staff teams work solidly together and hold each other to account well. They meet every fortnight to share good practice, which has increased consistency in the delivery of the curriculum.

2.2 Leadership at all levels - Even better if...

... curriculum leaders ordered their Big Questions into basic knowledge (the what questions), reasoning (the how questions) and problem solving (the why, and the impact, questions).

3.1 Quality of provision and outcomes - What went well

- Teachers' preparation for World Book Day is forensically sequenced and planned. Pupils are immersed with 'whetting the appetite' tasks before reading unfamiliar books. In Year 4, pupils completed artwork in the style of literacy artist, Dapo Adeola, before reading Nathan Byron's book 'Look Up!', which Adeola illustrated. Pupils said, 'it's his animations that make the story come alive'.
- Key Stage 2 pupils have become more confident and fluent in their reading. Consequently, they want to read challenging texts and to decode complex vocabulary. This is as a direct result of the school's decision to introduce 'Destination Reader' which offers a structured approach to the teaching of reading.
- Teachers have introduced a new approach to 'Early Reading', called 'Floppies' Phonics'. This new scheme suited the transition from 'Letters and Sounds' as pupils have made strong progress because of a new emphasis on consolidating

sounds learned that week.

- Teachers change pupils' reading books every Friday so that pupils can practise sounds learned that week, during the weekend. Parents and carers are better engaged with their children's reading because the school highlights how they can help their child focus on these new phonics sounds.
- Teachers have high expectations of children in the Infant phase. Year 1 pupils could confidently apply their phonics knowledge to identify the 'split digraph' to sound words like plate, lake and cake. Once mastered, they moved quickly to harder words such as 'snake' and 'sunbathe'.
- Most Key Stage 2 pupils love their mathematics lessons and apply their basic mathematics knowledge and facts accurately. Consequently, most are working at or above the expected level and can answer reasoning questions using their knowledge of equivalents. Year 5 pupils could accurately calculate the shaded part of a square as a decimal, fraction and as a percentage.
- Pupils across the school have a strong voice, which is listened to and acted upon. Teachers made changes to the delivered curriculum because of pupils' feedback in Years 1 and 2. Pupils talked about what they understood and liked, e.g. art lessons, because they could speak with interest about Turner's artwork and, what they found tricky, for example when a pupil got the artist's style wrong.
- Pupils are strong advocates of change. Some are active members of the School Council. Others utilise the school's UNICEF Rights Respecting Status to be Rights Respecting Rangers. This has empowered them to social action, which has included writing petitions to save a tree, contributing to a food distribution hub and improving others' mental health.
- The school offers an excellent enrichment programme. In every school production, all pupils use British Sign Language to 'sign' a song. Every pupil will participate in a residential, visit famous landmarks such as the Royal Observatory in Greenwich as well as Broadstairs, in Kent. This year, on a regular basis, pupils have taken part in 'Disability Sports', which demonstrates the school's inclusive and empathic culture and a solid commitment to the Equality Duty. Pupils in Year 1 learned 'Blind Football' where they played the game blindfolded with a ball containing a bell.
- Most teachers deliver a well thought-out writing programme. This has increased many pupils' writing stamina. The school has introduced 'Talk for Writing' which has a strong emphasis on grammar, punctuation, spelling and editing.

3.2 Quality of provision and outcomes - Even better if...

- ... the school made explicit the expectation of what it means to develop as a Coopers Lane Learner and demonstrated this through the school website and display boards.
- ... the very few inconsistencies in curriculum delivery (e.g., with handwriting for some pupils and the development of mastery in mathematics) were

addressed.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Pupils with sight and/or hearing impairments receive high quality care and attention from well-trained learning support staff. Subsequently, these pupils are fully included in the curriculum because lesson tasks are adapted to meet their specific needs. Staff made specialist physical resources for one blind pupil to touch and feel to help sound new words.
- School staff care deeply about the welfare of pupils with additional needs. Consequently, parents and carers of pupils with an EHCP are included in monthly conversations about their child's learning, when they have 'Breakfast at Bond Street' with the SEN Coordinator and key support staff.
- There is never an occasion where a child, who needs support, is overlooked. Their welfare, especially for those with social, emotional and mental health concerns, is paramount. A full time learning mentor works, in 'Earls Court', with pupils who need important interventions to function with positive well-being.
- Those who have fallen behind in writing receive good support. Leaders have used the DfE 'Tutor Funding' to help Year 5 pupils become accomplished writers through the development of the 'author voice'. Subsequently, fewer pupils are reluctant writers, more can manipulate sentences securely because they have a deeper understanding of texts they read.
- Pupils with SEND receive healthy tailored support for learning that is well sequenced. Teachers have adapted the skills pupils need to access set texts. In the Autumn term, there was an unashamed focus on 'writing to entertain' so that pupils could rehearse and develop their reading in one genre. This ensured everyone's work was celebrated, without exception.
- Intervention strategies for pupils who struggle with numeracy and literacy are focused and frequent. Gaps in their numeracy and literacy skills have reduced because teachers deliberately view pupils' phonics development as a journey that does not finish at the end of Year 1.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

... school leaders ensured that all those who support pupils with additional needs are effectively deployed because their classroom teachers provide clarity of what is expected of them to adapt the planned lesson task for these pupils.

5. Area of Excellence

Not applicable

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

School leaders will work with their Challenge Partners Hub to identify the best area of school life for consideration as an area of excellence.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, the main findings will be shared within the school's hub in order that it can inform future activities and CP will collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

Schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.