

The Coopers' Company and Coborn School

Address: St Mary's Lane, Upminster, Essex, RM14 3HS

Unique reference number (URN): 136600

Inspection report: 12 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Over time, pupils achieve well and GCSE outcomes are above national values. Pupils' attainment in English and mathematics is particularly high. A-level results in the sixth form are also above national averages. Because of this, students move on to ambitious education and employment destinations.

Pupils with special educational needs and/or disabilities, those known to social care and those who face other barriers to learning also achieve well. Disadvantaged pupils do especially well and outperform similar pupils nationally.

In lessons, pupils' work reflects the high quality of teaching they receive. Pupils talk confidently about their learning and make clear links between ideas. They read and write with fluency. Staff quickly identify the small group of pupils who are at an early stage of reading. They give these pupils effective support so they can close any gaps.

Pupils' sustained achievement means that they are well prepared for their next steps.

Attendance and behaviour

Strong standard ●

Pupils' attendance is high across all year groups. Rates of persistent and severe absence stay well below national averages. Leaders have high expectations for attendance and seek external support to help achieve them. Staff promote the message that attendance is everyone's responsibility. They review attendance data carefully for all pupil groups and act quickly when concerns arise. Staff work closely with pastoral teams and education welfare support. Any absences are followed up on the first day. Staff involve parents and carers at every stage because they know that parental support makes a real difference.

Pupils behave especially well during lessons and around the school. They stay focused and take pride in their work. Staff teach pupils how to behave through a clear behaviour curriculum. For example, pupils learn routines that support them to have a 'super start and fantastic finish' to lessons. They listen carefully to their teachers and to each other. Pupils are polite and courteous and live out the school's motto, 'love as brethren'. Leaders give extra help to pupils who need support with their behaviour. They work with external agencies when needed. Pupils say that bullying or use of discriminatory language does not happen. If it did, they are confident that staff would deal with any concerns quickly.

Curriculum and teaching

Strong standard ●

Leaders have a precise and accurate understanding of the strengths of the curriculum. They have robust plans in place to strengthen areas that do not yet meet their high expectations. Their careful analysis helps them direct resources where they are most needed. Because of this, the curriculum stays consistently high in quality.

Teachers have excellent subject knowledge. They are supported by well-designed professional development programmes. They present curriculum content clearly, often with

enthusiasm and enjoyment. This helps pupils to sustain their learning through more challenging concepts. Teachers check pupils' understanding with precision and accuracy. They use probing questions that require pupils to explain their thinking in full sentences and justify their reasoning. Teaching aligns closely with curriculum end points and pupils understand the direction of their learning. Teachers use a range of approaches to help pupils reach these goals.

Subject-specific vocabulary is taught deliberately and used fluently by pupils. As a result, pupils consistently develop their language and vocabulary across subjects. Staff identify swiftly the small group of pupils who have not yet secured essential knowledge, such as in reading. They put effective interventions in place. In the classroom, teachers' approaches to support disadvantaged pupils, those with special educational needs and/or disabilities and those known to social care ensure that barriers are removed. As a result, pupils achieve well.

Personal development and wellbeing

Strong standard 

Leaders have created a culture where the personal development programme sits at the heart of the school's work. The programme is extensive and shaped carefully around the school's context and ethos, which fosters kindness, respect and tolerance. Pupils learn through specialist sessions, assemblies, events and the wider curriculum. Wellbeing support is excellent and pupils feel well cared for.

Pupils study a wide range of important topics. For example, they talk confidently about consent, the dangers of drugs, cigarettes and vaping, misleading information, extremist views and grooming. They know how to keep themselves safe both online and offline. Pupils understand equality and the rule of law. They can explain how the school's rules link to expectations in society. Pupils have age-appropriate knowledge about healthy relationships and the importance of respecting people's differences. They debate different viewpoints with sensitivity. Pupils form positive connections with others and show loyalty to their peers and teachers.

The extra-curricular offer is broad and enriches pupils' cultural and spiritual development. The offer includes clubs, house events, competitions and sports fixtures. Pupils take up leadership opportunities, such as sports leaders, form representatives, year captains and charity captains. Every pupil takes part in a domestic trip each year, a residential trip and an international trip during their time at school. Leaders carefully check that all pupils participate at similar rates, including those who are disadvantaged and those with special educational needs and/or disabilities.

Effective careers education begins in Year 7 and continues throughout the school. Pupils learn about future options, including university, apprenticeships and employment. They also learn important skills, such as personal finance and how to write a CV. The careers programme helps pupils build the knowledge and skills they need to make informed choices. All pupils in Years 10 and 12 complete meaningful work experience placements. Pupils are well prepared for adulthood.

Post 16 provision

Strong standard 

Sixth-form students study a wide and balanced range of subjects. Leaders protect less-popular subjects so that students keep real choice. They know the strengths of the sixth form very well. Students who join in Year 12 settle quickly because staff help them understand the school's expectations.

Teachers have excellent subject knowledge. They explain ideas clearly and break down difficult content. They make frequent and purposeful checks on students' understanding. Their questions help students to think deeply about new information and build impressive reasoning skills. Teachers support students to improve their work, including how to structure extended answers.

Students achieve well. Over time, they attain above national averages. Disadvantaged students fare particularly well. Staff act quickly when students fall behind. They use mentoring, support plans and senior-leader involvement. Staff quickly identify students with special educational needs and/or disabilities. They track these students' progress closely and make adaptations to their teaching. This enables students to succeed.

Students benefit from a wide range of opportunities and extra-curricular activities. They take part in many clubs, including in debate, medicine and drones. Students have compulsory physical education sessions to support their health and wellbeing. They also enjoy timetabled enrichment sessions, which include the Duke of Edinburgh's Gold Award. Many clubs are led by students, including activities run for younger pupils. Students leave the sixth form well prepared for university or employment. As a result, they secure places in employment and at prestigious universities.

Expected standard

Inclusion

Expected standard 

Leaders and staff create a welcoming culture where all pupils are expected to achieve well. This includes pupils who are disadvantaged and those with special educational needs and/or disabilities. Staff gather detailed information from pupils' previous schools. This helps them understand pupils' needs quickly when they join the school. Staff work closely with families so that everyone understands what each pupil needs.

Staff benefit from useful training on high-quality teaching and effective adaptations. They have detailed plans for many pupils and typically use this information well to adapt the curriculum so that pupils can succeed. Staff work closely with external agencies to make sure pupils get the right support, including help with their mental health and wellbeing. Support for pupils known to social care also makes a positive difference. Additional adults in lessons give purposeful help that enables pupils to engage and thrive. Staff communicate clearly with each other. They review pupils' needs often and adjust support when needed to ensure pupils' needs are generally met. However, staff do not always keep records for vulnerable pupils fully up to date, which disrupts the continuity of support.

Leaders have a clear plan for how they use additional funding. They have identified widening gaps for disadvantaged pupils and have taken appropriate action to begin to narrow these gaps.

Leadership and governance

Expected standard 

Leaders at all levels are ambitious and set high expectations. They understand the school's context well and know which areas need further development. Leaders ensure that all pupils secure the best outcomes to prepare them for future pathways. Parents and carers are positive about the school and the communication they receive.

Leadership is developing at all levels, so that improvement does not rely on a small number of people. Leaders work in effective partnership with external professionals and specialist services. They make appropriate decisions in the best interests of pupils. Overall, leaders have clear oversight of school improvement. However, they do not evaluate the impact of their work as consistently or effectively as they could. Occasionally, this limits leaders' ability to ensure that their improvement actions fully meet pupils' needs.

Staff benefit from regular and purposeful training to ensure high-quality teaching. Teachers early in their careers are also well supported beyond the statutory 2-year programme. Leaders think carefully about staff wellbeing. Workload is reviewed and adjusted when possible. Staff value thoughtful initiatives, such as a wellness day. They feel supported and are proud to work at the school.

Trustees have oversight of the school's work and offer challenge in meetings. They understand the school's context and perform their statutory duties well. For example, they understand where academic outcomes can be improved for some pupils and question leaders about the impact of their interventions. Trustees bring useful expertise, especially in finance and estates.

What it's like to be a pupil at this school

The school's Christian ethos is central to the strong sense of family that pupils experience. Pupils consistently follow the school's motto, 'love as brethren'. They reflect the values of kindness, empathy and respect in their excellent behaviour and attitudes towards staff and each other. They are proud of their caring school and take part in activities that help them get to know one another and develop a marked feeling of belonging. For example, all pupils learn country dancing and go on residential trips that build important social skills and deepen their understanding of each other.

Pupils behave very well. Staff manage routines and behaviour consistently. Precise teaching, including through the use of effective videos, helps pupils understand what excellent behaviour looks and sounds like. As a result, pupils trust one another and feel secure; they are confident to leave their bags unattended at social times. Pupils are safe and bullying is not tolerated. Pupils have appropriate adults to talk to if they are worried.

Pupils' attainment in public examinations is above national averages by the end of Year 11 and in the sixth form. Pupils benefit from expert teaching that builds their knowledge over time. Teachers introduce new content clearly, check how well pupils learn and provide extra support when needed. Pupils from disadvantaged backgrounds, those with special educational needs and/or disabilities and those with other barriers to learning achieve as well as their peers.

Pupils enjoy their learning and thrive at this school. Their attendance is above the national average. Pupils take full advantage of the extensive extra-curricular programme, participating in clubs and activities that develop their talents and interests. They achieve notable success in sports, with some holding impressive national titles. Pupils are well prepared for life in modern Britain.

Next steps

- Leaders should continue to strengthen and embed the provision for special educational needs and/or disabilities, so that pupils' needs are met with increasing precision and adaptations are consistently applied across subjects.
 - Leaders should refine how they evaluate the impact of their work, so that improvement actions are timely and closely matched to need.
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About this inspection

This school is part of a single-academy trust, The Coopers' Company and Coborn School, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by John Fahy.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the chair of trustees, the headteacher, other senior leaders, pupils, parents and carers during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

This school is registered as having a Christian religious character. Its last section 48 inspection was in April 2023.

The school currently uses no alternative provision.

Lead inspector:

Piers Saunders, His Majesty's Inspector

Team inspectors:

Ogugua Okolo-Angus, Ofsted Inspector

Joanna Jones, Ofsted Inspector

Katerina Christodoulou, Ofsted Inspector

Sarah Fowler, Ofsted Inspector

Bob Hamlyn, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 12 May 2026

School and pupil context

Total pupils

1,550

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,550

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

5.84%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

2.26%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

2.13%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	71.3%	45.4%	Above
2023/24 (final)	73.2%	45.9%	Above
2022/23 (final)	78.9%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	58.2	46.1	Above
2023/24 (final)	59.8	45.9	Above
2022/23 (final)	62.5	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.45	-0.03	Above
2022/23 (final)	0.54	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	44.4%	25.8%	Above
2023/24 (final)	30.0%	25.8%	Close to average
2022/23 (final)	61.5%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	47.2	34.9	Above
2023/24 (final)	45.0	34.6	Above
2022/23 (final)	56.7	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.35	-0.57	Close to average
2022/23 (final)	0.33	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	44.4%	53.1%	-8.7 pp
2023/24 (final)	30.0%	53.1%	-23.1 pp
2022/23 (final)	61.5%	52.4%	9.1 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	47.2	50.4	-3.2
2023/24 (final)	45.0	50.0	-5.1
2022/23 (final)	56.7	50.3	6.4

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.35	0.16	-0.51
2022/23 (final)	0.33	0.17	0.17

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	99%	92%	Above
2022 leavers (revised)	99%	93%	Above
2021 leavers (revised)	99%	94%	Above

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	39.18	35.00	Above
2023/24 (final)	37.25	34.38	Close to average
2022/23 (final)	39.18	34.16	Above

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	-0.1	0.0	Close to average
2023/24 (revised)	-0.1	0.0	Close to average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.7%	8.4%	Below
2023/24 (3 term)	6.0%	8.9%	Below
2022/23 (3 term)	5.9%	9.0%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	13.6%	23.4%	Below
2023/24 (3 term)	13.8%	25.6%	Below
2022/23 (3 term)	14.3%	26.5%	Below

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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