

Corringham CofE VC Primary School

Inspection report

Unique Reference Number	120568
Local Authority	Lincolnshire
Inspection number	363923
Inspection dates	28–29 June 2011
Reporting inspector	Ruth McFarlane

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	The governing body
Chair	Paul Howitt-Cowan
Headteacher	Tracy Fulthorpe (Interim headteacher)
Date of previous school inspection	10 December 2007
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Introduction

This inspection was carried out by two additional inspectors. A total of 12 lessons were observed and all four teachers present were seen. Meetings were held with members of the governing body, staff and pupils. Inspectors observed the school's work and looked at a range of school documentation including policies, safeguarding arrangements and the school improvement plan. They looked at data showing pupils' assessment and progress over the last three years and pupils' current work. The inspection team spoke with parents and carers and analysed 65 parental questionnaires as well as questionnaires completed by 51 pupils and 13 staff.

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

- Whether or not there is effective development of calculation skills in the Early Years Foundation Stage.
- What the impact is of the initiatives to improve attainment in mathematics.
- Whether or not staff with middle management responsibilities contribute successfully to the drive for improvement.
- What the impact is of the changes in leaders and staffing since the last inspection.

Information about the school

This smaller-than-average rural school serves the village of Corringham and the wider local area. Most pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is well below the national average. More pupils than average have special educational needs and/or disabilities or a statement of special educational needs. Their difficulties are mostly specific learning difficulties. More pupils than average enter or leave the school at other than the usual times. The school has Healthy Schools status and has won several awards for its provision, including Platinum 'Sing Up' and Activemark. The Early Years Foundation Stage comprises a Reception class for children age 4 to 5 years. There are three other classes of mixed-aged groupings.

The school has undergone three changes of headteacher since the last inspection. Over half the staff have changed and some are in temporary posts. The most recent temporary interim headteacher took up her role in January 2011. She is also the substantive headteacher of a nearby school. One of the school staff takes on the role of acting headteacher on the three days a week that the interim headteacher is not on site.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. Its key strength is in the good quality care, guidance and support provided for all pupils. As a result, parents are confident that their children are safe and happy, and pupils confirm that they enjoy school and feel very safe there.

Children are given a satisfactory start in the Early Years Foundation Stage. Booster classes and other interventions in Year 6 accelerate progress and raise attainment to above average by the time pupils leave, but the school is fully aware that success in Year 6 masks a majority of satisfactory progress through the rest of the school and shows the impact of satisfactory teaching. The latest unvalidated National Curriculum test results reflect the success of the school's recent work to improve pupils' attainment in mathematics, including additional training for staff and one-to-one sessions with pupils. This whole-school focus has also led to above average attainment in calculation this year in the Early Years Foundation Stage. Workshops, to explain how mathematics is being taught in the school, are one example of the good engagement the school has with parents and carers. The support provided for pupils with special educational needs and/or disabilities results in good progress for those pupils. Provision for this group, including individual help and guidance, is highly effective in ensuring good progress and leads to significantly higher attainment compared with their peer group nationally.

The best lessons challenge pupils, meeting individual needs well. The teaching assistants are very well directed, leading tasks for particular groups. In the less successful lessons in the Early Years Foundation Stage as well as for older pupils, teachers do not make full use of what they know about pupils' prior learning so that they spend too long in whole-class sessions which mostly recall work already learned. This reduces the time available for pupils to get on with tasks appropriate to their abilities. The pace of learning is steady rather than brisk and tasks are sometimes unchallenging. Information about progress is gathered robustly by the interim leaders. In the classroom, however, individual targets are not set consistently or discussed with pupils frequently enough for them to understand just what they need to do to reach the next level.

Partnerships are strong not only to support pupils' well-being but also to extend pupils' experiences of sports and the arts. The curriculum provides rich and exciting experiences for pupils, especially in music. The school resonates with lively singing and pupils are proud of their national award. Group music is enriching pupils' spiritual, social and cultural development and helps them make a strong contribution to the community.

The new staff team is focused on accurately identified priorities for improvement because self-evaluation is sharply focused and fully recognises the school's strengths and areas needing attention. However, a number of factors indicate that the school's capacity to improve further is satisfactory rather than good. Middle leaders are eager to support the drive for improvement fully but are mostly new to, and relatively untrained in, their roles.

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The governing body checks the work of the school and offers good levels of involvement and support, but it has not secured the permanent leadership of the school. This unsettled nature of leadership and staffing prevents firm plans from being put into action and slows the work of the governing body in reviewing school and pupil performance.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Strengthen the effectiveness of governance, leadership and management by:
 - securing the leadership and staffing of the school
 - developing the management skills of the middle leaders so that they can play a fuller part in ensuring good progress across the school in their subject.
- Ensure pupils' progress is consistently good throughout the school, including in the Early Years Foundation Stage, by improving the use of assessment and the quality of teaching so that at least 80% of lesson observations are good or better by July 2012 by:
 - setting subject specific targets that are shared with pupils and regularly reviewed
 - ensuring that pupils understand how to move to the next level in their learning
 - ensuring that all lessons have an appropriate balance of whole-class and individual or group work tailored to pupils' specific needs
 - ensuring that a brisk pace is maintained throughout all parts of each lesson and tasks provide good challenge.

Outcomes for individuals and groups of pupils

3

Pupils learn together harmoniously in a small and friendly school community. They enter the school with skills and experiences that are broadly in line with expectations for their ages. They leave Year 6 with above-average attainment, but progress through the school is mostly satisfactory, except for Year 6 pupils. Here, extra classes such as 'Easter School' accelerate progress. The consistently good progress evident for those with special educational needs and/or disabilities is due to careful diagnosis and good individual plans for their learning. They are supported well by the teaching assistants in class throughout the school in successfully managing smaller steps in learning.

Pupils say they enjoy school and show this by their willingness to cooperate with each other, with their teachers and other adults. The school's strong focus on developing personal skills, such as respect and confidence, means that in lessons, they settle quickly and listen. Typically, they discuss their work in a mature and considerate manner. Working in groups, pupils concentrate well and do not give up easily. There were several examples during the inspection of pupils carrying out research in groups, using laptops, with total concentration, enjoyment and commitment to the task. For instance, a lower Key Stage 2 group investigated which animals are predators and which are prey, in this way.

Pupils behave well, even when 'carpet sessions' recapping on prior learning are too long. They enjoy taking on responsibilities that contribute to the decision-making process in the school. School councillors are knowledgeable. Their visit to the Houses of Parliament and

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meeting their local Member made a lasting impression about democracy in action. They have a good sense of right and wrong and contribute to class rules, believing them to be fair. Pupils' engagement in their community is strong, especially with the local church which holds a weekly school assembly. Pupils participate enthusiastically in events with other schools, particularly musical and drama events, for which they have great enthusiasm.

The school's national awards help pupils have a good understanding of what constitutes a healthy lifestyle. They understand well the importance of balance in their diet and the need to exercise. They know how to keep themselves safe, for instance, on roads, near water or railways, and on the internet. Attendance is average. Pupils' good work in teams and their basic skills in information and communication technology (ICT), along with their boosted literacy and numeracy skills prior to their leaving in Year 6, ensures their good preparation for their next stage of education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

The good arrangements for the care, guidance and support for all pupils, including those with special educational needs and/or disabilities, those who join the school after the usual time, and those who are known to be eligible for free school meals, contribute to pupils' good personal development and well-being and support their learning. When needed, a

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wide range of specialists and support agencies is called upon, for instance, to support those pupils whose circumstances may make them vulnerable.

There are some strong features in the quality of teaching, particularly in the additional classes provided for Year 6. Good teaching has led to improved progress in Year 2 this year. Nonetheless, teaching is not consistently good across the school and this means that in upper Key Stage 2 in recent years, there has been a gap to close to make sure pupils attain well. Teachers demonstrate appropriate subject knowledge. They ensure classroom routines are regularly reinforced so that learning takes place in a well-structured environment in which all pupils can contribute to lessons. Learning intentions are made clear at the beginning of each lesson and, as a result, pupils know precisely what it is that they are expected to learn in that lesson. However, in some lessons, too much time is given over to whole-class sessions, limiting individual work. Tasks are sometimes the same for all abilities, limiting progress for individuals and groups. Marking is usually helpful, but the setting of learning targets is not consistent or fully effective.

The curriculum offers an exciting range of exciting additional activities. These, and the good programme of personal social and health education, make a strong impact on pupils' personal development. The range of adjustments to the curriculum for Year 6 ensures that pupils' attainment reaches above average by the time they leave. The strong cross-curricular work in some lessons enhances learning. For instance, a Year 6 class was investigating a history topic of fashion in the 1960s. They were well organised, using laptops for research and presentations, and design and technology skills to design and make paper costumes. Laptops are frequently used across the school to support learning, an improvement in ICT resources since the last inspection.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The new leadership team has lost no time in gaining the support of the whole staff. The thrust to deal with accurately identified weaknesses has already made a positive impact in improved mathematics attainment. Although the lack of staff continuity plays a part, leaders are aware that the cause of the mainly satisfactory progress is rooted in weaknesses in teaching and the use of assessment, now being successfully tackled. Staff have willingly taken on a range of responsibilities with enthusiasm and commitment, but lack of specific subject leadership training holds back their effectiveness in contributing to the drive for improvement.

The governing body provides sound and sometimes good support, such as the programme of school visits that helps governors understand and challenge the work of the school.

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However, they had not fully appreciated the impact on pupils of the continuing temporary nature of the leadership arrangements. Safeguarding procedures are satisfactory. Recruitment checks are made appropriately and records kept on a centralised register. Policies contain the required procedures but are not fully contextualised to the school. The school promotes community cohesion satisfactorily, encouraging pupils to understand the diverse nature of Britain today. Stronger links are forged within the locality than further afield. Discrimination is not tolerated and the school is a harmonious community that promotes equality of opportunity satisfactorily and that leads to at least satisfactory outcomes for all groups

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make satisfactory progress from starting points which are in line with expectation. Consequently, they achieve satisfactorily and enter Year 1 with average attainment. Teaching is satisfactory. The focus on work to improve children's calculation skills has been successful. Most can calculate 'one more' or 'one less' and some can add on or take away bigger numbers systematically. Adults have a sound knowledge of the learning and development and welfare requirements and guidance for the Early Years Foundation Stage. The classroom has been relocated and improved since the last inspection. There is now a satisfactory secure outdoor area for children to work and play which is directly accessible from the classroom. There are regular opportunities for children to select activities freely for themselves, both indoors and outdoors, and this helps them develop independent learning skills. The children cooperate well when working with others.

Pastoral care and welfare arrangements are effective. Consequently, children are safe, well cared for and aware of how to be healthy. Children with special educational needs

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and/or disabilities are well supported and are integrated fully into all activities. Leaders manage the setting satisfactorily. Staff are developing a system of more accurate assessment and tracking of individual children which provides an improved view of children's skills and abilities on entry and their progress. The Learning Journeys, always available for parents, are a clear record of the various experiences and small steps of progress the children have made.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The number of responses to the questionnaire was above the average found in other schools. Almost all parents and carers indicated that their child enjoys school, that the school keeps their child safe and helps their child to have a healthy lifestyle. A quarter of the responses indicated concern about the way any lapses in behaviour are managed or felt the school does not take account of their concerns and suggestions. Over a quarter of parents and carers believed the school is not well led and managed. Written comments indicated support for the current interim headteacher, but concern at the school's leadership and staffing changes since the last inspection. Inspectors looked into these concerns and judged that the school deals promptly with any lapses in pupils' behaviour, which they found to be good. Inspectors have recommended that the governing body secures permanent leadership and management arrangements without further delay.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Corringham CofE VC 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 65 completed questionnaires by the end of the on-site inspection. In total, there are 97 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	40	37	57	2	3	0	0
The school keeps my child safe	33	51	30	46	2	3	0	0
My school informs me about my child's progress	24	37	38	58	3	5	0	0
My child is making enough progress at this school	20	31	33	51	8	12	3	5
The teaching is good at this school	22	34	34	52	8	12	0	0
The school helps me to support my child's learning	21	32	30	46	10	15	2	3
The school helps my child to have a healthy lifestyle	24	37	38	58	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)	20	31	33	51	6	9	2	3
The school meets my child's particular needs	21	32	36	55	6	9	1	2
The school deals effectively with unacceptable behaviour	18	28	28	43	17	26	2	3
The school takes account of my suggestions and concerns	17	26	29	45	17	26	1	2
The school is led and managed effectively	18	28	27	42	15	23	4	6
Overall, I am happy with my child's experience at this school	23	35	33	51	6	9	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



30 June 2011

Dear Pupils

Inspection of Corringham CofE VC Primary School, Gainsborough, DN21 5QS

Thank you very much for the warm and friendly welcome you gave us when we inspected your school. We really enjoyed being part of your school community and finding out about your views.

I am writing to let you know what we found from our inspection. You go to a satisfactory school and you make mostly satisfactory progress. In Year 6, you benefit from the extra classes provided so that the majority of you reach standards that are above those that most other children of your age achieve.

You told me that you feel safe in school and that you are confident that all the adults care for and support you, especially if you are having difficulties or are worried. The school council told me about when they visited the Houses of Parliament. That must have been a memorable day! It was good to hear you singing and how proud you are of the singing awards you won.

So that your school becomes even better, I have asked for some improvements to be made. I have asked the governors to do all they can to reduce the changes in staff because you and your parents and carers told me just how unsettling that has been. I have also asked them to give a more help, through training, to those teachers who are in charge of the main subjects so that they can do an even better job.

You can all make faster progress, including the children in the Reception. Teachers can do this by making sure you understand your targets, such as those stuck into the front of some of your books and for these to be checked in a more systematic way. I noticed that in some lessons you have to sit listening to the teacher for too much of the lesson instead of getting on with new work that is designed to be at just right level of challenge for you. All of you can help your school by making sure that you tell your teacher if your work is too easy or too hard and by always checking what you still have to do to reach your learning targets. Of course, you should make sure that you always try your best in all that you do.

Yours sincerely

Ruth McFarlane
Lead Inspector

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