

Corringham CofE VC Primary School

Middle Street, Corringham, Gainsborough, DN21 5QS

Inspection dates

6–7 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All pupils make good progress and achieve well from the time they join the school.
- Teaching is good because teachers plan activities that the pupils find interesting and enjoyable.
- Teaching assistants boost pupils' achievement because they support individuals or guide the learning of small groups of pupils very well.
- Pupils enjoy school and attendance is good. They say they feel safe and cared for well and most parents agree with this view.
- The behaviour of pupils is good because they respond well to the high expectations of staff.
- The headteacher offers strong and well - considered leadership. The very small number of teachers and the business manager all carry out a leadership role and support the headteacher very well. This means that the school is continuing to improve at a fast rate.
- The governing body makes an excellent contribution to leadership. The expertise of the Chair of Governors has meant that governors have supported the school and asked searching questions of its leaders to make rapid progress in improving issues from the previous inspection.

It is not yet an outstanding school because

- More-able pupils do not make as much progress as they could do.
- Pupils do not write enough longer pieces of work.
- At times teachers spend too much time talking when pupils could be getting on with their work.
- Not enough teaching is outstanding to drive progress at an even faster rate.
- There is too much focus on what pupils will do rather than on what they will learn.
- Marking does not always make clear to pupils how to improve their work.

Information about this inspection

- The inspector took account of the school's procedures for safeguarding and gaining an accurate view of its performance and looked at the headteacher's reports to the governing body, the development plan, records of lesson observations, targets set for teachers, and documents that track pupils' progress.
- The inspector observed eight lessons all jointly with the headteacher. The inspector listened to pupils read and examined pupils' work in books. The inspectors held discussions with staff, the Chair of the Governing Body and a parent governor as well as a representative of the local authority.
- The inspector spoke with pupils and took account of 40 responses from the on-line questionnaire (Parent View).

Inspection team

Pauline Hilling-Smith, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average sized primary school. Some parents who live outside the area choose to send their children to the school.
- The proportion of disabled pupils and those with educational needs supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well above average.
- The proportion of students who speak English as an additional language is well below average and there were no pupils on roll at the time of the inspection.
- The proportion of pupils known to be eligible for the pupil premium, additional funding for pupils known to be eligible for free school meals, those in local authority care and children from service families, is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school does not make use of any alternative provision for its pupils off site.
- A new Chair of Governors was elected from within the governing body just after the last inspection 18 months ago.
- A new headteacher was appointed from within the school in June 2012. She had worked alongside an executive headteacher as an acting headteacher until September 2011
- Three out of the four teachers have changed since the last inspection.
- The proportion of pupils who move onto the school roll or leave the school outside normal times is well above average.
- The school is one of four schools in an informal network called the 'villages collaborative'. The schools share training and good practice and offer mutual support.

What does the school need to do to improve further?

- Make sure that more-able pupils consistently attain higher levels in English and mathematics by the end of Key Stage 2 by always giving them demanding enough work to do.
- Give pupils the chance to write longer pieces of work in all subjects.
- Improve the proportion of outstanding teaching by:
 - making sure that marking always specifies what pupils need to do to improve their work
 - reducing the time the teacher spends talking to the whole class
 - making clear what pupils will have learned by the end of the lesson rather than what they will have done.

Inspection judgements

The achievement of pupils is good

- The knowledge and skills of the small number of children who enter Reception vary each year according to individuals' development. In the main they are below those expected at this age. A significant number of pupils, most below expected levels when they start, join the school in Key Stage 2.
- All pupils make good progress and standards are above average by the end of Key Stage 2.
- Children get off to an excellent start in the Reception class and this year children entered Key Stage 1 with standards well-above average. This is because they can use their imagination both outdoors and inside and learn very well.
- Standards at the end of Key Stage 1 have been above average for the last three years, though results in writing have been lower than in reading.
- Since the last inspection too few pupils have reached the higher levels in writing, while in mathematics, the proportion reaching the higher levels is inconsistent.
- Disabled pupils and those who have special educational needs make good progress because the nurturing environment of the school coupled with skilful support for their learning needs is very effective.
- The teaching of reading is effective because all staff contribute to teaching pupils the sounds that letters make (phonics) and listening to pupils read. This means that pupils receive the individual attention they need to learn well.
- Achievement in writing, although good, is not as strong as achievement in other areas. This is because pupils do not spend enough time using and developing their writing skills in all subjects or writing at length.
- Pupils known to be eligible for the pupil premium make similar progress to their peers. This is because teachers make sure that additional funds are spent on exactly the right activities that make the most impact on their achievement. The small number of pupils known to be eligible for free school meals make good progress and their attainment is catching up with that of their peers.

The quality of teaching is good

- Teaching has improved since the last inspection and it is now consistently good, and, some is outstanding. This is because senior leaders have focused well on raising pupils' achievement.
- Leaders provide effective training and support for staff so that they can improve their skills well. In a few lessons, particularly in English, some teaching requires improvement because expectations of what more-able pupils can achieve are not always high enough.
- Where teaching is outstanding, teachers' expectations are very high and the pace of learning is brisk because probing questions extend pupils' thinking very effectively. In these lessons or parts of lessons, pupils spend the majority of the lesson in small groups working on tasks at just the right level of challenge. For example, in a mathematics lesson more-able pupils developed their

knowledge of three-dimensional shapes by considering the links between the number of sides, edges and corners. In less effective lessons pupils spend too much time listening to the teacher and their attention reduces.

- In the best lessons pupils understand how to improve because the information they receive through marking is clear. For example, one pupil showed how he had put his initials next to the teacher's comment so that the teacher knew he had read it. He pointed out how he had incorporated the information in his next piece of writing. However, occasionally marking does not specify what pupils need do next to improve their work.
- Sometimes pupils are inspired and this means that they learn exceptionally well. For example, the youngest children found blue 'alien' footprints in their outdoor area and discussed excitedly where they led.
- Teaching assistants support disabled pupils and those who have special educational needs well. They also boost the teaching of reading and help with activities such as choir.
- Planning for lessons is detailed. However, at times plans say what the pupils will have done rather than what they will have learned by the end of the lesson. When this happens teachers find it more difficult to be sure that that more-able pupils have been given sufficiently demanding learning.
- Most parents agree that their children are well taught.

The behaviour and safety of pupils are good

- The school offers a caring, supportive environment where all pupils behave well. Their good behaviour and attitudes help to sustain the school's warm, family atmosphere. Pupils' relationships with one another and with staff are excellent.
- Pupils have a good awareness of how to stay safe when, for example they carry out surveys to find out how many cars speed through the village. They say they feel very safe in school and that there is always someone to turn to if necessary.
- They are clear about the different forms of bullying and reflect on the impact of their actions on themselves and others. Older pupils regularly take care of younger pupils and the school council members say they are actively involved in making sure that bullying does not take place.
- There are very few incidents of unacceptable behaviour because staff manage behaviour well. Any incidents that do occur are recorded in detail and taken very seriously by governors and senior staff. Discrimination of any kind is not tolerated.
- An overwhelming number of parents who responded to Parent View agreed that their child felt safe at school and most agreed that behaviour was good.
- Where teaching does not fully challenge pupils or they are not involved in their own learning, they sometimes lose concentration or become passive.
- Attendance has improved well over the last year and is now at an above-average level. Punctuality is now also good as a result of the good work done by the school.

The leadership and management are good

- The headteacher gives the school strong, effective leadership. The checking of the school's performance is accurate and clear about what needs to be improved. All the issues raised at the last inspection have been dealt with successfully. The quality of teaching has improved from satisfactory to good.
- Leaders and governors are ambitious for the school. This is reflected in the robust targets they set and in the very effective partnerships with the local authority and neighbouring schools. Teachers support each other extremely well both within school and increasingly across the four schools in the 'villages collaborative' to make sure that pupils gain maximum benefit from the exchanging of ideas and expertise.
- Leadership and management responsibilities are distributed effectively amongst all teachers and the business manager. Everyone takes a key role in checking the quality of the school's work and identifying what needs to be done to improve. However, subject leaders are not fully confident with the use of performance information to identify priorities to improve teaching.
- Leaders promote and check the equality of pupils' opportunities well. For example, the pupil premium is used very effectively to speed up the progress of eligible pupils. However, at times more-able pupils do not make the progress they are capable of because they are not always given sufficiently demanding work.
- The range of activities and topics for pupils to follow capture their enthusiasm and are well suited to the needs of pupils in the mixed-age classes. They make sure that pupils build on their understanding of spiritual and cultural ideas as they move through school. However they do not always allow pupils to write at length about these.
- Pupils speak enthusiastically about the use and range of visits and visitors to bring their learning experiences to life and look forward with great enthusiasm to the residential visit.
- Most parents agree that the school is well led and managed.
- The local authority has supported the school well through a period of change by the allocation of a range of experts to support the school and develop the skills of the headteacher.
- **The governance of the school:**
 - The governing body has improved strongly since the last inspection. It contributes very well to the leadership of the school because it is active and adopts a 'hands-on' approach. The Chair of Governors organises checks on the effectiveness of the governing body in meeting the needs of the school very well and takes steps to develop the knowledge or expertise required to fill any gaps identified. This means that governors are able to support the school well and ask searching questions of its leaders about its work. Governors have a good knowledge of what is happening in school in terms of the quality of teaching and pupils' performance compared with all schools nationally. They know that this is now a good school. They manage the budget effectively and make sure that all safeguarding procedures are in place. They are clear about how the pupil premium is being spent and can identify the positive effect that this is having on eligible pupils. They are involved in performance management and know about the quality of teaching. They know clearly how the leadership of the school is driving improvement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120568
Local authority	Lincolnshire
Inspection number	405941

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	92
Appropriate authority	The governing body
Chair	Roger Hewins
Headteacher	Esther Watt-Jones
Date of previous school inspection	28 June 2011
Telephone number	01427 838270
Fax number	01427 838433
Email address	Enquiries@corringham.lincs.sch.uk

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