

# Corpusty Primary School

Norwich Road, Corpusty, Norwich, NR11 6QG

**Inspection dates** 14–15 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils achieve well from their varied starting points. The progress of most pupils is at least good and some pupils make outstanding progress.
- Pupils' attainment by the end of Year 6 is average. It is higher in mathematics than in English.
- Teaching is usually good and some is outstanding.
- Teachers know the children they teach very well and check their progress regularly.
- Pupils are well cared for. They love their school and feel safe. Parents and carers agree with this.
- Pupils of all ages get along together very well and work together effectively in the mixed-age classes. Instances of bullying are rare and are dealt with effectively.
- Pupils are well behaved and enjoy being part of a small school. They are polite, confident and articulate and, by the end of Year 6, they are well prepared for the next stage in their education.
- All staff share a strong vision to provide high-quality education for all children.
- Governance is good. The governing body offers appropriate challenge and also supports the leadership of the school well.

### It is not yet an outstanding school because

- Despite making good progress, pupils' attainment at the end of Key Stage 1 is below average.
- There is not enough outstanding teaching to bring about equally rapid progress in all year groups. In a few lessons, pace is slow and tasks are too easy. Teachers' marking does not always make clear to pupils how to improve their work.
- Pupils' use of information and communication technology (ICT) to enhance their learning is constrained due to a lack of resources.
- Although all teachers track the progress of pupils' learning accurately, the school system for doing this is cumbersome.

## Information about this inspection

- All lesson observations took place on the first day of the inspection. No teaching took place on the second day due to pupils' involvement in fundraising activities.
- The inspector observed 10 lessons. Eight of these were jointly observed with the headteacher.
- The inspector talked to pupils, listened to them read, observed them at play during break times and in carrying out their fundraising activities.
- Documentation examined included: the school's safeguarding policies; the school development plan; records of monitoring of teaching; and records of pupil progress in all year groups. A broad range of work in pupils' books was sampled during the second day of the inspection.
- The inspector held discussions with staff, a representative of the local authority, the Chair of the Governing Body and three other governors.
- The inspector spoke with parents as they dropped off their children at school. She took account of 16 staff questionnaire responses and the 42 responses to the online questionnaire (Parent View).
- During this inspection, the inspector asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work carried out by Ofsted to assess the use, quality and impact of those services.

## Inspection team

Joan Beale, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school.
- Almost all pupils are White British.
- A below average proportion of pupils are supported at school action but an above average proportion are supported at school action plus or have a statement of special educational needs.
- Very few pupils are supported by the pupil premium (additional funding for pupils known to be eligible for free school meals, children in local authority care and those with a parent in the armed forces).
- A new headteacher has been appointed since the previous inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching, in order to accelerate progress in English and mathematics, particularly in Key Stage 1, by:
  - ensuring that marking gives all pupils clear guidance on how to improve their work and that pupils are given time to respond to teachers' comments
  - maximising pupils' learning time in lessons by making clear to them how long they have to work on tasks set and what is expected of them during this time
  - setting work that challenges the more-able pupils for the whole lesson.
- Ensure that leaders:
  - swiftly implement planned changes in the system for tracking pupils' progress
  - increase information and communication technology (ICT) resources throughout the school.

## Inspection judgements

### The achievement of pupils is good

- Children join the Early Years Foundation Stage with skills that vary year on year. In recent years, attainment has been average at the end of Key Stage 1 and, in 2012, it dipped to below average. However, this represented good progress for these pupils from their starting points. School data show that the current Year 2 will have similar attainment levels but they have made accelerated progress from lower starting points.
- Historically, pupils reach average standards at the end of Key Stage 2. School data show that the vast majority of pupils make good and some make outstanding progress from the end of Year 2 to the end of Year 6. Progress is particularly good in reading and mathematics.
- The small number of pupils known to be eligible for free school meals achieve especially well. Additional funding has provided extra adult support in lessons and one-to-one support. Consequently, these pupils are reaching much higher levels than similar pupils nationally. In English and mathematics in 2012, they were the equivalent of around a year ahead of their classmates.
- Disabled pupils and those who have special educational needs overall reach standards in line with similar pupils nationally. They receive well-targeted individual support which enables them to make appropriate progress.
- In 2012, Year 1 pupils performed below the national expectations in the phonics screening, which assesses pupils' knowledge of letters and the sounds they make. The school has addressed this by introducing more structure to the way that phonics is taught and giving extra help to pupils in Year 2. Pupils in Key Stage 1 now have much better knowledge and understanding of the sounds that letters make and this is helping them to make faster progress in their reading and writing.

### The quality of teaching is good

- Teaching ensures that all pupils, including those who need extra help, make good progress and achieve well over time. Teachers have good subject knowledge. They know the pupils they teach very well and use their knowledge of what pupils can already do to plan the next steps in their learning. As a result, they generally plan learning that is closely matched to pupils' needs and abilities.
- A small proportion of teaching is outstanding. These lessons are characterised by brisk pace with extremely good use of time to maximise learning. In these lessons, teachers have very high expectations of the amount of work that pupils will complete. They ask precise questions, which make pupils think, and they plan learning that is both interesting and challenging. As a result, pupils make outstanding progress in these lessons. For example, in a mixed Year 5 and 6 mathematics lesson, pupils investigated timetables. This problem-solving activity and the teacher's skilful questioning challenged pupils to think at a high level and they made excellent progress in their learning.
- In a small number of lessons, the pace is too slow because pupils do not know how long they have to work on an activity or what is expected of them in the time available. Consequently, they do not complete as much work as they could.

- Teachers usually use questioning well to check, develop and reinforce pupils' learning. They monitor pupils' progress carefully in lessons and show flexibility in reshaping activities in the light of pupils' responses.
- Work in pupils' books shows that they have the opportunity to use their reading, writing and communication skills in learning about other subjects. For example, in the mixed Year 3 and 4 class, pupils had produced good-quality writing and art work in a booklet about the Tudors.
- In Year 1 and Reception, the teachers' calm and methodical approaches to developing personal skills lay solid foundations for pupils' very positive behaviour and attitudes to learning which grow over their time in school. However, teachers' expectations of what pupils can achieve are not always high enough and work is sometimes too easy for more-able pupils.
- The marking of pupils' work is regular and positive. However, it does not always indicate what the next steps in learning are, nor does it always give pupils the chance to respond to marking or ensure that they read teachers' comments.
- There are limited opportunities for pupils to use ICT in their work due to a lack of resources.

### **The behaviour and safety of pupils are good**

- Pupils are well behaved, both in lessons and around school. They are polite and confident when talking with adults. They respond well in class and show positive attitudes to learning. Good relationships pervade between teachers and pupils, and between pupils of all ages. Pupils have a good understanding of the school's system for promoting good behaviour and are clear about its sanctions and rewards.
- Pupils, those parents and carers who responded to Parent View and those staff who completed the school questionnaires all agree that behaviour is good.
- Pupils take on various responsibilities. For example, the school council organised a range of fundraising activities during the inspection for Comic Relief Day. This included pupils coming to school in their pyjamas and taking over teaching for the day. Pupils taught a range of skills to other children, including street dancing, knitting, times tables, tennis and a range of other sporting activities. Behaviour was observed to be excellent during these activities.
- Pupils say, and parents and carers agree, that they feel safe and well cared for. They say, and school records support this, that there is little bullying. Pupils know about risk and different types of bullying. They know how to keep safe on the internet and practise road safety each day when they cross the road to the school hall for lunches, assemblies and other activities.
- Pupils enjoy coming to school and say that their teachers are 'nice and supportive'. Attendance has been above that seen nationally but has dipped slightly of late to average due to higher than usual absence caused by influenza.

### **The leadership and management are good**

- Leaders, including governors, have maintained the high standards of education that existed at the time of the previous inspection. They are ambitious for the school and share a strong vision. This is reflected in the robust targets set for pupils' progress and attainment.

- Responses to staff questionnaires were highly positive of all aspects of leadership. Most parents and carers also agree that the school is well led and managed.
- Communication with parents and carers is good. It is promoted well through a texting service, regular newsletters, drop-in sessions and the recently implemented headteacher's surgery, which allows parents to meet with the headteacher at designated times if they have any concerns. Parents spoken to, when dropping off their children, were unanimous in stating their high regard for the school.
- Subject leaders have a good understanding of strengths and weaknesses in their areas of responsibility. Action plans for each subject are aligned with the school development plan. This is realistic, correctly identifies the right priorities for improvement and illustrates well the school's ambition and capacity for ongoing improvement.
- Leaders promote and check the equality of pupils' opportunities well; for example, the effective use of pupil premium funding to realise good attainment and progress for eligible pupils.
- The school offers a range of subjects and activities that are enriched by clubs, visit and visitors; for example, a demonstration of fencing during the inspection. Teachers link subjects in their planning to broaden and enrich pupils' understanding. For example, in a Year 3 and 4 religious education lesson, pupils learned how Christians express their beliefs through art. They then went on to make their own stained glass windows. Pupils were highly engaged in this activity and were able to explain well the symbolism of stained glass windows.
- The school tracks the progress of individual pupils very well but the system it uses does not allow the progress of different years and groups to be easily tracked. The school is aware of this and has identified it as priority to address in the school development plan.
- The local authority gathers intelligence about all aspects of the school through the collection of a wide range of data and through the annual Improvement Professional visit. This means that it knows the school, its performance and the standards reached by pupils very well. The school has been able to access a range of relevant local authority support, including governor training, induction support and finance training for the headteacher and a range of courses attended by staff across the school, including the subject leaders for English and mathematics. As a result, governance has improved and leadership has been strengthened.
- Safeguarding meets current government requirements. The school carries out the necessary checks on staff at all levels to ensure their suitability to work with children. All staff have undergone training at the required levels.
- **The governance of the school:**
  - Members of the governing body are committed, supportive and effective. They know and understand the school very well. They know about the school's performance, its strengths, and where it needs to improve. They have a good understanding of pupils' attainment and progress and where the strengths and weaknesses in teaching lie. They have the knowledge, skills and understanding to hold the school to account for its performance and ask the right questions to challenge leaders. Governors ensure that teachers' pay is linked to how well pupils are doing. They monitor effectively through regular visits and meetings with the headteacher as well as more formal meetings. Governors manage the school's finances very well, including the spending of the pupil premium, and they understand the impact that this is having on pupils' attainment and progress. They benefit from undertaking a range of training opportunities, which equip them well to undertake their role.

## 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

<b>Unique reference number</b>	120799
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	403447

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	100
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim Eyres and Debby Topp
<b>Headteacher</b>	Pamela Thomson
<b>Date of previous school inspection</b>	7 July 2008
<b>Telephone number</b>	01263 587320
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