

# Corinthian Community Primary School

Inigo Road, Liverpool, Merseyside, L13 6SH

**Inspection dates** 30–31 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' progress across the school is not consistently good in all year groups and therefore requires improvement.
- Not all teachers set high enough expectations of what pupils can achieve or adjust their teaching well enough to meet the needs and abilities of all pupils.
- Marking across the school is not consistent and feedback provided is not specific enough to move learning on as rapidly as is needed.
- The school's improvement plans are not precise enough in identifying clear outcomes for leaders to check to see if the school is improving.
- Outcomes from monitoring are not followed up robustly enough to help improve rapidly the quality of teaching.
- Leaders have not ensured that all teaching across the school is consistently good or better.

### The school has the following strengths

- Pupils feel safe and happy in school.
- All pupils benefit from a broad and balanced curriculum that offers a range of quality learning experiences both inside and outside the classroom and beyond the school day.
- Pupils behave well and show great kindness towards each other.
- New subject leaders are taking the necessary actions to improve outcomes for all pupils.
- Systems to track the progress of pupils across the year is detailed, and leaders review outcomes regularly.
- Leaders, including governors, have recruited well, and recent appointments have strengthened the leadership and teaching team considerably.
- As a result of new appointments, progress rates are improving as is the overall quality of teaching across the school.
- Governors are strengthening their ability to hold the school to account.
- A strong programme of interventions is in place for those pupils falling behind in their learning. It is managed well and reviewed at regular intervals.

## Information about this inspection

- Inspectors observed 26 lessons or parts of lessons of which two were joint observations with the deputy headteacher and assistant headteacher, and observed teaching assistants within the classroom.
- Inspectors heard pupils from different year groups read, observed their playtimes and undertook a scrutiny of pupils' work.
- Discussions were held with a range of pupils, parents, senior and subject leaders, the Chair and vice-chair of the Governing Body and a representative from the local authority.
- Inspectors took account of 48 responses to the online questionnaire (Parent View), in addition to the school's own parental questionnaires and feedback, including written comments sent in by individual parents. Information from 25 staff questionnaires was also considered as part of the inspection.
- A range of other evidence was also scrutinised by inspectors, including the school's view of its own performance, improvement planning, policies and performance-management objectives for teachers and data about the achievement of pupils in all year groups, minutes of meetings of the governing body and records of attendance, behaviour and safeguarding.

## Inspection team

Diane Buckle, Lead inspector	Additional Inspector
Pamela Davenport	Additional Inspector
Jennifer Platt	Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils supported through school action is slightly larger than that seen nationally.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils in receipt of support through pupil premium funding is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after.
- The school manages a pre-school provision for children aged from birth to three years in conjunction with the children's centre which is on the same site. This provision is subject to a separate Ofsted inspection and the report can be found on the Ofsted website at [www.ofsted.gov.uk](http://www.ofsted.gov.uk).
- The school is part of a British Council Comenius project with schools from Italy, Spain and France.
- The school has embarked upon 'forest school' approaches to outdoor learning.
- There have been considerable staffing changes within the last 12 months, with six new members of the teaching staff appointed.
- 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?

- Improve the quality of teaching to be consistently good or better, so that pupils make at least good progress throughout the school by:
  - raising teachers' expectations to be consistently high, so that work set challenges all pupils to do their very best
  - using assessment information to plan and adjust lessons, so that pupils are always working at a level that matches their ability
  - making sure that marking consistently provides pupils with prompts to improve their learning and that opportunities to respond are given to all pupils in all classes.
- Improve the impact of leadership on school improvement by:
  - ensuring improvement planning identifies precisely key outcomes that are required from actions being taken
  - following through rapidly, outcomes from monitoring activities
  - ensuring performance-management objectives hold teachers more to account for the outcomes of all pupils in their charge.
- Ensure all pupils make consistently good or better progress, particularly in Years 3 and 4 by:
  - improving the quality and presentation of work in books
  - by having a relentless focus on basic skills, particularly in writing and mathematics
  - providing pupils with increased opportunities to write at length.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement, because the rate of progress for pupils across the school is not consistently good. The proportion of pupils making good progress is not high enough, especially in Years 3 and 4.
- Children enter Nursery with skills that are below those typical for their age, particularly in communication and personal and social development. As a result of a wide range of experiences and a strong focus upon outdoor learning, children are happy in the setting and, by the time they leave, Reception class the majority of children have reached a good level of development. However, not enough children exceed expected levels, because activities are not matched well enough to provide challenge for the most-able children.
- By the end of Key Stage 1, overall attainment has been broadly average, but dipped below average in 2013, with evidence that the most-able pupils did not make good enough progress, especially in mathematics. Current data in school indicate a return to previous years' performance, with a greater proportion of pupils reaching and exceeding expected standards, especially in mathematics.
- By the time pupils leave school, standards of attainment over time have been above average. However, in 2013, outcomes were broadly average, with too few pupils reaching the higher Level 5. There was also a significant decline in progress for both English and mathematics. The school attributes this decline to the impact of some weaker teaching and inaccurate assessment information. Several pupils narrowly missed the national test thresholds at Level 4 and Level 5 by one mark, which would have given a stronger picture of attainment and progress. School leaders have addressed these weaknesses vigorously and pupils currently in Year 5 and Year 6 are on track to do better.
- Disabled pupils and those with special educational needs make progress that is similar to other pupils within the school, because of comprehensive support programmes and detailed targets set and reviewed regularly by staff.
- Reading is a strength of the school and great emphasis has been placed upon pupils reading for pleasure within all classes. The whole school has joined the local library and guided reading sessions support pupils' wider reading skills well. Pupils speak confidently about their reading and show an enjoyment in the books they have read. The school has invested in quality reading schemes and information and communication technology to encourage reluctant readers. More Year 1 pupils reached the standard required in the national check on how they say their sounds in 2013 than 2012, but outcomes still remain slightly below national. A catch-up programme is in place for pupils not reaching the required standard.
- Attainment in mathematics has been above average, but declined in 2013, because not enough pupils gained Level 5 or made the progress expected of them. Leaders have taken swift action to address the issues this has raised and have already changed the way mathematics is taught in school and increased the opportunities for pupils to work collaboratively in lessons. Current data indicate that standards are set to improve.
- Outcomes for writing are broadly average by the time pupils leave Year 6, but there is not enough emphasis placed upon developing the basic skills of punctuation and grammar. There are not enough opportunities for pupils to practise their skills by writing at length.
- Any gaps in attainment between those pupils who are supported by pupil premium funding and who are known to be eligible for free school meals and other pupils in the school, are identified well by the school's tracking systems. A programme of intervention is put swiftly in place to address this. In 2013, these gaps in attainment were the same as those seen nationally.
- The most-able pupils did not achieve as well in 2013 as in previous years, but internal data show that this has already been addressed. Current data show that the proportion of this group of pupils on track to reach the higher levels in 2014 and 2015 is in line with national outcomes.

**The quality of teaching requires improvement**

- Teaching across the school requires improvement because it is not consistently good and too few teachers demand enough of pupils to always produce work that is their best. This was evident in lessons observed and also in the samples of pupils' work analysed.
- Activities planned are not always well matched to pupils' interests and abilities. Teachers do not always challenge pupils to think and apply their skills independently, particularly at the start of lessons. In the best lessons, pupils are given opportunities to solve problems using skills learnt in different subjects, for example, in an art lesson, pupils applied scientific skills of circuitry to light a display.
- All teachers use 'two stars and a wish' when marking pupils' work, but opportunities for pupils to respond to marking are inconsistent. In those classes where practice is not well established, the improvement prompt provided by teachers is not rigorous enough to help move pupils into the next level of their learning.
- There are strengths in teaching, particularly within Year 5 and Year 6. Where teaching is consistently good, pupils engage well with their learning and good collaboration is firmly embedded. This is not the case in all year groups.
- In the best lessons, learning intentions are clear and work is well matched to the needs and abilities of pupils. Teachers ask challenging questions to probe pupils' thinking. This was particularly impressive within a Year 6 guided reading session, where the teacher's questioning ensured pupils used evidence from the text they were reading to support their answers, and were further challenged to justify the evidence provided.
- The use of the outdoor learning environment, both within the Early Years Foundation Stage and within Years 1 to 6, enriches pupils' learning experiences and is having a positive impact upon pupils' attitudes to learning.

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

- Pupils' behaviour is typically good. It is not outstanding because in lessons that require improvement, pupils lose concentration and are not engaged fully in their learning.
- Pupils are happy in school. They are unreservedly positive about behaviour in lessons and around school. One of the older pupils stated the school is, 'A really happy environment and a great place to learn.' The inspection team all commented on the very positive attitudes to learning observed by all pupils. Pupils' increasing involvement in lessons is strengthening their love of learning. On a few occasions, there was evidence of low-level disruption, this was due to lessons requiring improvement and work that was too easy for the pupils' ability.
- Pupils enjoy many responsibilities around school, including peer mentors, ambassadors and councillors and are involved fully in developing the school's code of conduct for behaviour.
- Inspectors analysed school records of behaviour and found them to be detailed and well managed. Any incidents are thoroughly recorded and procedures reviewed regularly to ensure their effectiveness and the consistency of their application.
- Pupils are aware of the various types of bullying, although younger pupils were less aware of cyber bullying. Any reported incidents of bullying were viewed by inspectors and found to have been dealt with thoroughly and appropriately.
- Leaders make good use of external agencies to support the most vulnerable pupils and have detailed support packages in place.
- Almost all pupils arrive at school on time and leaders have worked hard to improve overall attendance, which is now above average. They have put several procedures in place to support the improvement and consider 'on time on the line' to have been one of the most successful procedures.
- Behaviour management systems work seamlessly in school, enabling a calm and purposeful atmosphere around the school. Such systems are adjusted to reflect the age and ability of pupils.

- Staggered playtimes ensure the playground is a safe place for all pupils.

## The leadership and management

## requires improvement

- Leadership and management are not good because improvement plans do not identify well enough the milestones needed in getting all teaching to good, and monitoring activities are not followed through robustly enough to ensure consistently good progress rates for all pupils.
- Leaders have dealt with significant changes to the teaching staff and have successfully appointed new teachers who are having a positive impact in strengthening the overall quality of teaching the school now provides; however, teaching is not consistently good in all classes.
- A comprehensive programme of support is in place to support those teachers whose practice is not securely good.
- Performance-management procedures are established and reflect national standards for teaching. Currently, performance-management targets for teachers are too focused upon a small group of pupils and staff are not held to account for the rates of progress of all pupils in the class and for ensuring teaching over time is consistently good.
- New subject leaders have a clear idea of what improvements need to happen and have wasted no time in driving through much needed changes within the school. For example, the introduction of a new strategy is having a positive impact on the contribution pupils are now making within lessons; this is not established in all classes.
- Improvements to the quality of the assessment system within school are now helping leaders to identify more rapidly, pupils who are falling behind in their learning, but these procedures are not being used in a consistently effective way in all classes.
- A detailed programme of interventions is in place to quickly address gaps in pupils' learning. These are reviewed each half term and there is compelling evidence to indicate that these are helping to secure improvements to pupils' standards and progress.
- The curriculum is relevant and makes a positive contribution to pupils' spiritual, moral, social and cultural development. All pupils are given equal opportunities. Pupils enjoy a theme-based approach to learning and benefit from an emphasis on outdoor learning experiences and links with partner schools, particularly from around Europe. Additional sports funding has been spent on qualified sports coaches, but it is too early to measure the impact.
- The school has received support from the local authority.
- Staff overwhelmingly support the many changes that have occurred within school throughout the last academic year.
- **The governance of the school:**
  - Governors have supported key appointments in order to strengthen the leadership team, at phase and subject leadership level. They have a strong action plan for improvement from which a strengthening and more detailed programme of monitoring is now operational. They maintain a good understanding of how pupil premium funding is spent and the impact it has on pupils' outcomes. Minutes of governing body meetings identify governors' desire for continuous improvement and their ability to question outcomes presented by senior leaders. Governors have a good understanding of the performance management of teachers and how this is linked to salary progression. Governors are robust in ensuring the school is a safe and stimulating environment in which pupils can learn.

## 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>	104530
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	426214

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	451
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	J Stone
<b>Headteacher</b>	Gary Crockett
<b>Date of previous school inspection</b>	18 November 2013
<b>Telephone number</b>	0151 2285806
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