

Corbett Voluntary Aided Church of England Primary School

Six Ashes Road, Bobbington, Stourbridge, West Midlands DY7 5DU

Inspection dates

17–18 October 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- The headteacher, governors and school team have established a safe, inclusive and supportive environment where teaching enables current pupils to make good progress. Through words and actions, they communicate care and concern for all in the school community.
- Parents and carers and pupils are very positive about school life. Parents express exceptionally supportive views and pupils of all ages get along well and willingly help one another.
- Behaviour is excellent. Pupils are polite, respectful and interested in learning.
- Progress in English and mathematics is not as strong as it was at the time of the previous inspection. Standards at the end of Year 6, which were well above average for a time, have been closer to average in recent years.
- Current pupils make good progress because most teaching is effective. In all classes, staff create imaginative links between subjects and plan interesting lessons that motivate pupils. However, some aspects of assessment need sharpening. At times, teaching does not offer enough opportunities for pupils to do things for themselves, solve problems and push along further in their learning, especially in mathematics.
- The school leadership has ensured that the school curriculum is full of different subjects, after-school clubs and worthwhile activities. Sport and music are given a high priority and special events, such as sports week or residential trips, create a sense of teamwork and achievement.
- Teaching in early years is good. Children make strong progress in their early reading because phonics is taught regularly and effectively, both in early years and key stage 1. However, it is not so regular in key stage 2, which means a few pupils find it hard to keep up.
- Subject leaders check on the quality of teaching, organise training, model effective practice and provide staff with advice. Their role in evaluating the impact of teaching on pupils' progress across the school could be developed further.
- The school's routines for keeping pupils safe and supporting their welfare are highly effective. Adults treat pupils kindly, are attentive to their needs and value their opinions and ideas.
- Attendance is above average. Lateness is rare.
- Staff morale is good.

Full report

What does the school need to do to improve further?

- Strengthen teaching and assessment, so that all pupils make the best possible progress, particularly in mathematics and reading, by making sure that:
 - assessment is sharpened up, so that new teaching builds securely on previous learning, especially when pupils move from one class to another
 - adults do not do tasks for pupils that they could do for themselves
 - teaching provides opportunities for pupils to solve problems or push on further with their learning when they are ready
 - the effective phonics teaching in early years and key stage 1 continues into key stage 2 for those pupils who need it.
- Strengthen leadership and management by making sure that leaders do more to check on the impact of teaching on pupils' progress across the school.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and her team have established and maintained a very supportive and caring culture at the school. The headteacher knows every pupil well and regularly chats with them about their interests, aptitudes and lives. Around the school, there are numerous messages from former pupils that express how much they valued the care and attention they received at primary school. The school is very successful at supporting pupils to care for others, have high standards of behaviour and respect their teachers.
- Since the previous inspection, the quality of teaching and academic standards have varied but are now more stable. The school is not back to its previous outstanding performance, but leaders have ensured that teaching is consistently good, and behaviour continues to be excellent.
- Subject leaders for English and mathematics keep an eye on teaching and learning in different classes. These leaders stay up to date with training and have plenty of good ideas that help staff to improve their teaching and add excitement to lessons. There is a strong sense of team spirit, which assists communication between staff and leaders and keeps morale high. That said, all leaders could bring a more evaluative focus to their checks on pupils' academic progress. Currently, they do not do enough to check the precision of assessment or the impact of teaching in different parts of the school on pupils' progress.
- School funding, such as the pupil premium, primary physical education (PE) and sport funding and that received for special educational needs (SEN), is put to good use. The PE and sport funds have been used to purchase extra sports equipment. Orienteering has been added to the timetable and pupils take part in various competitive inter-school sports. In the summer term, all pupils benefit from a dedicated sports week, when they try different sports, consider the importance of making healthy choices, and learn some first-aid techniques.
- This small school offers a big curriculum. Pupils are taught a lot about many different things, both in lessons and during extra-curricular activities. Often, pupils' questions generate a sequence of learning that at once satisfies and fuels their curiosity. For instance, in response to a question about the colour of vegetables, pupils went on to plant and grow a crop of multi-coloured carrots. They then studied them, weighed them, measured them and made plans to cook them. This responsiveness to questions typifies teaching and learning across the curriculum and helps to build pupils' initiative and widens their interests. Teaching, and the attitudes modelled by staff, encourage pupils to develop a positive outlook on life and the world around them.
- Parents are exceptionally supportive. This assists pupils' progress and the well-being of everyone in the school community. All the respondents to Parent View, Ofsted's online questionnaire, said that they would recommend the school to other parents.

Governance of the school

- Governors are informed, supportive and appreciative of the school's work. They have a good understanding of their role and are suitably informed about the quality of teaching and learning. They keep a watchful eye on academic standards and also place a lot of importance on the school's wider work and the values it promotes. Records from meetings record that governors ask many questions and have routines in place to ensure that statutory duties are met. In addition, governors receive evaluative reports from an external educational consultant. These are helpful, although the most recent report was generous in its findings.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders provide staff with regular updates and make sure that everyone knows what to do if any safety concerns arise. All the proper checks on employees' suitability to work with children are carried out and recorded correctly. Pupils' records are suitably informed about any specific needs and staff take advice from different organisations, such as the health service, in order to support pupils and their families.
- Supervision arrangements on the playground are fine. A member of staff is at the school gates each morning and afternoon to make sure that pupils arrive and leave safely.
- First-aid treatment is given when needed, medicines are stored correctly and there are regular fire drills. Staff teach pupils about how to stay safe in different situations, such as when using the internet or riding a bike, and recently arranged an e-safety information event for parents.

Quality of teaching, learning and assessment

Good

- Teaching in all classes is good. Staff make expectations clear and treat pupils with kind respect. In return, pupils are attentive, responsive and keen to learn.
- Teaching in different subjects is regularly livened up by trips, visitors, specialist teachers or special events. Lessons equip pupils with a wealth of knowledge, inspire them to find out more at home, and prompt them to make meaningful links with previous learning.
- At its most effective, teaching prompts pupils to think hard about what they are required to do, reflect on previous learning, and review their work with a critical eye. In Years 5 and 6, for example, pupils routinely make use of a class 'self-help desk', where they collect useful resources that help them improve their writing. One simple yet imaginative routine requires pupils to don a pair of brightly coloured plastic spectacles, which are amusingly named 'specs to success'. Pupils wear these toy glasses when re-reading and editing their work. This fun device motivates pupils to apply themselves and means the teacher knows where pupils are up to with their work and can intervene as necessary.
- In all classes, teaching is coloured by similarly imaginative ideas. Once a week, for

example, pupils are given an interesting picture to stimulate their ideas for writing. They can choose to write in any of the different styles of writing they know and are required to refine, edit and review their work against appropriate criteria. Again, this is a simple idea done well. Pupils are inspired to write, and their exercise books contain many examples of good-quality and lengthy pieces of writing.

- In a similar vein, catchy titles for other school routines, such as 'punctuation prison', 'book club', 'reading detectives' or 'times-table 100 club', appeal to pupils. These motivational routines focus pupils' attention on practising and developing their core literacy and numeracy skills. Pupils of all ages talk about punctuation and grammar with refreshing excitement and are ambitious to get into the top 'times-table club'.
- Phonics teaching starts off very well in early years and continues to be part of daily teaching throughout key stage 1. Many pupils complete the school's phonics scheme before the end of Year 2 and move on to different reading routines. This works well for these pupils. Arrangements for pupils who have not completed the phonics scheme by the end of Year 2 are not so effective. These pupils still get plenty of help with their reading. However, they miss the structure and routine of their previous phonics teaching, which stopped before they were ready.
- Teaching in mathematics is informed by teachers' good subject knowledge and brisk sense of purpose. Teachers and teaching assistants give clear and precise instructions and explanations. Pupils do what is asked of them and get a lot done. At times, adults do too much for pupils or present information in ways that restrict opportunities for pupils to work things out for themselves. For instance, a worthwhile session about division led some of the most able mathematicians in Year 4 to complete challenging arithmetic with success. For these pupils, their fluent success led them to complete sum after sum. This clearly had worth, but they were evidently ready to move on to tasks that required them to extract information from a problem or situation and work out which calculations were required. In this instance, teaching missed an opportunity to develop pupils' analytical and independent thinking skills. Work in pupils' books and the inspector's conversations with pupils confirmed that this aspect of mathematics teaching is improving, but could still be better.
- Another consequence of mathematics teaching is that staff sometimes think pupils can cope with a lengthy word problem or reasoning task because they know pupils can do the required arithmetic. This leads to some generous assessments of pupils' mathematical achievement, which is most noticeable when pupils move from one class to another.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Within the school community, everyone has a relaxed conversational manner with one another, which helps to build pupils' self-esteem and confidence. Pupils do not worry about making mistakes or asking questions because they know that adults will always help them. The school's rules are fair and consistent and the school's 'love to learn'

motto highlights the value of resilience and respect.

- Pupils have a say in making decisions about aspects of school life and take part in local events. In doing so, they come to realise that their ideas and efforts can bring about change for the better.
- Parents report that any problems or disagreements that arise are sorted out promptly and in the right way. Pupils who spoke with the inspector could not recall any instances of bullying and said that unkind behaviour of any sort is not accepted at the school. Indeed, this inspection found that pupils of all ages are considerate and caring towards others. Older pupils act as pupil prefects and use their initiative when anyone needs help or some kind guidance.
- Pupils are confident that adults at school will look after them and will respond quickly if pupils are upset or worried.

Behaviour

- The behaviour of pupils is outstanding. As reported in previous inspections, pupils' conduct is exemplary. Without exception, pupils arrive at school looking smart and ready to learn. They are polite to others, converse with courtesy and give and receive compliments with calm self-assurance.
- Pupils work hard in class and play happily with one another on the playground. Indeed, pupils of all ages get along very well. Conflict of any kind is very rare and, when it does happen, other pupils are quick to help in constructive ways. They have the confidence to do the right thing and also know that an adult will intervene if needs be.
- Attendance rates, which have been average over time, have now risen to be above average. Lateness is uncommon.
- Pupils are very proud of their school and their high levels of self-discipline mean that adults can trust them to carry out many helpful jobs. During this inspection, pupils explained how it was everyone's responsibility to make sure that the school runs smoothly and is kept clean, tidy and safe.
- There is no doubt that pupils' superb behaviour enables them to make the most of school.

Outcomes for pupils

Good

- Pupils make good progress at this school. Over time, standards in reading, writing and mathematics at the end of key stage 2 have fluctuated. At the time of the previous inspection, they were well above average. More recently, standards have been closer to average.
- The small numbers in each group mean that one pupil has a big effect on statistics, so any analysis of progress measures and test results must be mindful of this. What is clear, however, is that pupils thrive at Corbett Primary School and make good progress across a range of subjects. They are well prepared for secondary school and develop confidence and a positive outlook on life and learning that serves them well.
- That said, pupils' recent progress in writing has pushed ahead of their progress in

reading and mathematics. In part, this is due to an effective whole-school focus on lifting standards in writing. It is also because some aspects of teaching and assessment in reading and mathematics could be tightened up.

- Given the small number of pupils at the school, it is not appropriate to report on the academic progress of different groups of pupils, such as disadvantaged pupils or those who have SEN and/or disabilities. However, it is important to mention that the school provides a very inclusive learning environment. Staff are attentive to pupils' needs, be these educational, medical or physical. Pupils, too, are extremely supportive of one another. Consequently, all pupils experience feelings of success and enjoy school.

Early years provision

Good

- As reported in the previous inspection, the school makes excellent arrangements to introduce children and their parents to the Reception class. Clear communication and several shared activities with the on-site nursery mean that children know what to expect when they start school. In addition, parents are kept well informed about, and involved with, school life. Staff have held a parents' workshop about phonics teaching and have plans to provide a similar event for mathematics.
- Children's starting points at the beginning of school vary, sometimes quite significantly, from one year to the next. Over time, however, the majority start in the Reception class with a level of knowledge and skills that is typical for their age. Good teaching and informed care enable children to make at least good progress and to feel safe in school. They acquire and develop important literacy and numeracy skills and do lots of interesting activities, inside and outdoors. By the time they are due to start in Year 1, most have reached a good level of development and are ready for their new class.
- As in the rest of the school, children's behaviour is outstanding. They clearly enjoy coming into class and respond exceptionally well to the calm, good-humoured and constructive guidance from staff. Children develop super attitudes to learning and one another. They develop high levels of independence, but are also attentive, and respectful, to adults and other children.
- Leadership of early years falls mainly to the Reception class teacher, who does a good job and keeps governors informed about early years matters. The school's senior leadership is aware that the indoor and outdoor areas could do with some refreshment. Some resources are heavily worn. For example, a fading projector bulb makes it hard for children to see what is on the interactive whiteboard.
- Statutory requirements for early years are met and specific funds are used correctly.

School details

Unique reference number	124464
Local authority	Staffordshire
Inspection number	10053173

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	The governing body
Chair	Mr Tim Owen
Headteacher	Mrs Margaret Southall
Telephone number	01384 221260
Website	www.corbett.staffs.sch.uk
Email address	office@corbett.staffs.sch.uk
Date of previous inspection	20–21 November 2014

Information about this school

- The school is a voluntary-aided, Church of England primary school. The most recent section 48 inspection of its religious character took place in July 2015.
- It is smaller than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disadvantaged pupils is well below the national average.
- The proportion of pupils who have SEN and/or disabilities is broadly average.
- There is an on-site private nursery. Most children who attend the nursery go on to attend the school. Nursery staff run a breakfast club for primary-aged pupils from 8am each morning. The Nursery provision is subject to a separate Ofsted inspection at a different time.

Information about this inspection

- The inspector observed teaching and learning in all year classes. The inspector also examined pupils' work in books and on display, and considered school test and assessment information.
- The inspector observed pupils' behaviour, and the school's routines, at the beginning and end of the school day, in lessons, at lunch- and breaktimes, and when pupils were moving about the school site and doing PE in the village hall.
- Meetings were held with pupils, staff, school leaders and governors. The inspector also had a telephone conversation with a local authority representative and considered two recent reports about the school from an educational consultant.
- By the end of the inspection, there were 41 recent responses to Ofsted's online questionnaire (Parent View). The inspector considered these, spoke with parents at the beginning of the school day and read a letter from a parent. In addition, the inspector spoke with pupils and staff to gather their views.
- The inspector examined school documents. These included information about pupils' achievement, evaluations of the school's performance and several policy statements. Records relating to governance, staff training, SEN, early years, behaviour, attendance, exclusions, safety, safeguarding and the quality of teaching were also scrutinised. The school's website was also checked.

Inspection team

Martin Pye, lead inspector

Her Majesty's Inspector

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