

Inspection of a good school: Corrie Primary School

Cemetery Road, Denton, Manchester M34 6FG

Inspection dates:

9 and 10 November 2021

Outcome

Corrie Primary School continues to be a good school.

What is it like to attend this school?

Pupils and staff treat each other with respect and kindness. They work together well. Leaders have high aspirations for all pupils. This includes pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Pupils succeed because of the academic, social and emotional support that leaders provide.

Pupils enjoy coming to school. Staff and leaders welcome them each morning. This helps to nurture the positive relationships that exist at this school. Pupils know that teachers will listen to their views through the various school councils. They feel safe in school.

Pupils behave well in lessons. They are polite and well-mannered. Pupils told the inspector that bullying is rare. If it happens, they are confident that teachers will deal with it swiftly and successfully.

Pupils revel in their responsibilities. Prefects in Year 6 are happy to help teachers in other year groups before school. Pupils are delighted that some after-school clubs have resumed since the restrictions of the COVID-19 pandemic have eased. They enjoy the varied range of sports and games that are provided for them at lunchtime and after school.

What does the school do well and what does it need to do better?

Leaders have developed an ambitious and well-organised curriculum that is broad and balanced. For example, it promotes an appreciation of the arts and an understanding of democracy. The curriculum is well planned so that pupils' learning builds on their prior knowledge and understanding as they move through the school. The curriculum in Year 1 builds effectively on what children in the Reception class know and understand. This enables pupils to achieve well. A range of visits and visitors to the school bring learning alive. Visits to a local mosque, for example, deepen pupils' knowledge of world faiths.

Typically, the curriculum is taught as leaders intend. However, at times, teachers do not provide pupils with enough opportunity to revisit their previous learning so that new knowledge is fully secure. In mathematics, for example, pupils have learned mathematical facts appropriate for their age. However, their fluency in recalling and using these facts to tackle new and more challenging mathematical ideas is not as strong as it could be.

Teachers develop pupils' early reading skills effectively. Children in the Nursery Year enjoy sharing stories and rhymes. This develops their interest in books. There is a well-understood structure to the teaching of phonics. This helps children in the early years and pupils in key stage 1 to build on their phonics knowledge over time. Pupils become competent readers by the end of Year 2. Leaders have begun to develop their approach to reading in key stage 2. However, the impact of this work is variable across classes. As a result, some pupils do not read as fluently as they could.

Teachers' checks on pupils' learning are effective. These checks help to identify which pupils need more help or guidance. Staff are successful in helping pupils to catch up if they fall behind. Leaders are skilled at identifying the specific needs of pupils with SEND. Staff are well trained. They ensure that pupils with SEND can access the curriculum and achieve as well as their classmates.

Pupils are well behaved in their lessons and around school. They listen carefully to their teachers and to each other. They concentrate on their learning. They are keen to do their best. Pupils are proud of their school and keen to make a contribution to its success.

Pupils enjoy the wide range of opportunities available to them, including swimming, cycle training and a variety of after-school clubs. They particularly enjoy the range of sports available at lunchtimes. Pupils are taught to keep themselves safe and healthy. Leaders ensure that pupils learn about the wider world. They learn about different cultures and religions. They understand fairness, and they know that everyone is equal regardless of any differences.

Staff spoke positively about the training that they receive to develop their leadership skills and teaching expertise. They recognise leaders' efforts to consider their workload when new initiatives are being introduced. The support given to families highlights the care and consideration leaders give to all members of the school community. Pupils, parents and carers value the support that they receive from teachers. Parents commented that the staff are 'absolutely amazing'.

Safeguarding

The arrangements for safeguarding are effective.

Staff and governors are well trained in how to keep pupils safe. Leaders keep meticulous records and diligently follow up on any concerns they may have about a pupil's safety or welfare. They work in partnership with outside agencies to ensure that pupils and their families receive the support that they need.

The school's curriculum provides opportunities for pupils to learn how to keep themselves safe, for example on the roads as either a pedestrian or cyclist.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, pupils are not fully secure in the knowledge and understanding that leaders intend them to gain. This is because pupils do not have enough opportunity to revisit and embed their learning before moving on to new ideas. Leaders should ensure that teachers provide greater opportunities for pupils to recap on what they know so that they build fluency in their learning over time.
- Changes to the reading curriculum in key stage 2 are at an early stage of development. This means that some pupils are not fully secure in their reading fluency and understanding. Leaders should ensure that staff are fully trained to deliver the new approach to teaching so that all pupils develop their reading skills and knowledge successfully.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on in January 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	106214
Local authority	Tameside
Inspection number	10199581
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	308
Appropriate authority	The governing body
Chair of governing body	Lynne Smith
Headteacher	Naomi Cartledge
Website	www.corrie.tameside.sch.uk
Dates of previous inspection	12 and 13 January 2016, under section 5 of the Education Act 2005

Information about this school

- Since September 2021, school leaders have worked with the local authority to establish a specially resourced provision for pupils with SEND. This provision provides two short-term places for pupils with social, emotion and mental health needs. There is provision for a further eight pupils who require specially resourced SEND provision.
- Early years childcare is offered through the school's nursery.
- The school does not make use of alternative provision.

Information about this inspection

The inspector carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in his evaluation.

- The inspector spoke with the headteacher, the deputy headteacher and the special educational needs coordinator. He also spoke with a group of governors, including the

chair of governors. The inspector also spoke with a representative from the local authority.

- The inspector looked at a range of documents, including the school's central record of checks undertaken on staff and visitors, as well as safeguarding records.
- The inspector carried out deep dives in early reading, mathematics and history. He talked with curriculum leaders of these subject areas. The inspector also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils. The inspector also observed pupils reading to their class teacher.
- The inspector observed pupils' behaviour in class and as they moved around the school. He also spoke with the owner of the sports company which provides sports activities for the pupils at lunchtime.
- The inspector spoke with a group of pupils about their experiences at school.
- The inspector looked at the responses to Parent View, Ofsted's online survey, including the free-text responses. He also met with parents before school to find out their views of the school. The inspector also considered the responses to Ofsted's pupils' questionnaire.

Inspection team

Ian Shackleton, lead inspector

Ofsted Inspector

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