

Inspection of Powell Corderoy Primary School

Longfield Road, Dorking, Surrey RH4 3DF

Inspection dates: 21 and 22 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are happy and clearly 'proud to be Powell'. They enjoy coming to school because there is a strong community spirit where everyone models the school's expectations to 'be kind and show respect'. Pupils develop the confidence and self-esteem they need to be themselves.

Pupils are encouraged to show maturity to manage friendship issues independently. However, they know that adults they trust will help them if needed. Although infrequent, incidents of bullying are dealt with swiftly and effectively by staff.

Standards of behaviour are high. Pupils, including children in the early years, know what is expected of them and settle into routines quickly. Pupils play nicely together at break and lunchtimes. For example, Year 5 pupils were happy to model safe play during a game of 'chase' with Year 2 pupils.

The curriculum has undergone much change and is newly implemented in some subjects. It is carefully balanced so that pupils learn a range of interesting subjects. Pupils achieve well across the curriculum and enjoy talking about their learning.

Many pupils attend the large variety of clubs that are on offer. Teachers encourage those who would benefit most to take part. A range of well-chosen activities help pupils to develop an awareness of moral and social responsibility. For instance, visits and assemblies from a local wildlife trust help pupils to care for the local environment.

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

Leaders have had a sharp focus on improving the quality of education since the last inspection. They have implemented a well-sequenced curriculum that helps pupils to build on their knowledge and skills, from Reception to Year 6. Subject leaders support teachers to plan activities that ensure pupils apply and revisit what they have learned. For example, pupils in geography link their knowledge of imports and exports to understanding exploitation and environmental damage. Pupils with special educational needs and/or disabilities (SEND) are supported well by adults to access the same work as their peers.

Teachers have a consistent approach to assessment in the core subjects. They identify the key component knowledge that pupils must know. This work is less clear in some foundation subjects, where the curriculum is more recently implemented. In most subjects, pupils remember what they have learned over time. However, in subjects where the curriculum is new, teachers are working to address gaps in learning. Leaders complete ongoing assessments of children in the early years, so that activities are appropriately matched to their stage of development.

Leaders have ensured that reading is well loved in the school. The teaching of reading is a high priority. Leaders have recently implemented a well-structured phonics programme. Pupils who are new to reading are learning the routines of the new programme. They practise reading books which are well matched to the sounds they have learned. Those who find reading more difficult can apply the strategies they have been taught to read words they find difficult. Leaders have carefully selected books that give pupils a strong understanding of equality and diversity.

Pupils are enthusiastic about their learning. The vast majority focus in lessons and engage in classroom and group activities. For instance, they delight in singing and dancing together to the 'harvest hoedown'. Staff recognise and reward pupils when they do the right thing.

Leaders in the early years work closely with parents to ensure that children settle quickly. Children with SEND are supported when they start in Reception. Children develop in the prime areas of learning through role play, climbing the outdoor frame, and learning to use a knife and fork at the lunch table. Leaders know that the current outdoor classroom space in the early years is small and activities that take place here are not always as carefully structured. They have plans to develop this.

The personal development programme is planned with great care to ensure that pupils are exposed to a wide range of experiences. Pupils are trusted to take part in important decision-making, for example when appointing an art teacher for an extra-curricular art club. Pupils take responsibility for managing a budget and organising charity events that relate directly to their learning. For instance, pupils in Year 5 raised money for Barnardo's after learning about Dr Barnardo's work in the Victorian era. Pupils are well prepared for growing up. They have an excellent understanding of the importance of consent and personal space. Through the curriculum, leaders have created an inclusive culture where pupils know and accept difference. Trips to museums, London and places of local interest are well matched to the topics they are learning.

Leaders and governors have a strong understanding of what is working well and what needs to improve in the school. Governors ask leaders challenging questions so that they can be sure the right actions are being taken to improve. Staff enjoy working at the school. They feel respected and valued by senior leaders who take their well-being into account.

Safeguarding

The arrangements for safeguarding are effective.

Leaders who are responsible for safeguarding are well trained to manage any concerns. They check that all staff are safe to work in the school before they start. Staff receive regular safeguarding updates so that they can identify and respond to concerns swiftly. Leaders work closely with relevant agencies so that families receive the support that they might need. Leaders keep detailed records of safeguarding

concerns so that they can monitor pupils' well-being carefully. Governors are proactive in holding leaders to account.

Pupils learn how to keep themselves safe, including while online. They are confident that staff will help them if they are worried.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is newly implemented in some foundation subjects and phonics. This means that there may be some gaps in learning as pupils transition to the new curriculums. Leaders need to continue to review and refine the sequencing of the newly implemented curriculums to ensure that important knowledge is securely embedded.
- Leaders have not yet ensured that there is a consistent approach to assessment in some foundation subjects. They do not explicitly identify the core component knowledge that will be assessed in some subjects, such as geography and computing. Leaders must continue with their plans to ensure that teachers understand what pupils must know and do in each subject, so that a consistent approach to assessment is embedded.

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.

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	125151
Local authority	Surrey
Inspection number	10226873
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair of governing body	Alison Boyd
Headteacher	Emma Mclaughlin
Website	www.powellcorderoy.co.uk/
Date of previous inspection	14 and 15 July 2021, under section 8 of the Education Act 2005

Information about this school

- The school does not use alternative provision.
- There is an on-site breakfast club run by the school.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspector completed deep dives in the following subjects: reading, mathematics, geography and physical education. This included meeting with subject leaders and talking with staff and pupils. The inspector also visited lessons and looked at pupils' work.

- The inspector scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement. The inspector met with senior leaders, a selection of subject leaders, teachers and support staff.
- During the inspection, the inspector spoke with the local authority's designated school improvement adviser and met with three members of the governing body, including the chair.
- The arrangements for safeguarding were reviewed by scrutinising records, and through discussions with staff and pupils.
- The inspector observed pupils' behaviour in class and at other times of the day.
- The views of pupils, parents and staff were considered through discussions and a review of Ofsted's surveys.

Inspection team

Zoë Harris, lead inspector

His Majesty's Inspector

Andrew Hogarth

Ofsted Inspector

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