

Inspection of Corngreaves Academy

Plant Street, Cradley Heath, West Midlands B64 6EZ

Inspection dates: 8 and 9 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy being part of Corngreaves Academy. Pupils and staff embrace the school's motto 'together we learn to succeed'. Leaders are ambitious and have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils realise these expectations and achieve well. They are well prepared for the next stage of their education.

Pupils enjoy acquiring new knowledge, but also understand the importance of supporting each other to achieve their best. Pupils say the school is like a family. They help each other with learning and with their behaviour. Pupils behave well. They are respectful and polite. This means that pupils' learning is rarely disrupted.

Adults check on how pupils are feeling each day. Pupils know there is always someone to talk to if they have a worry. Adults deal with bullying effectively, when it does occur. As a result, pupils feel safe.

Leaders provide pupils with opportunities to develop their character. Staff encourage pupils to become resilient. Pupils know that 'marvellous mistakes' help them to learn. They value the opportunity to contribute to school life through a range of different leadership roles, such as safeguarding champions, anti-bullying ambassadors and prefects.

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

Leaders have designed a broad and balanced curriculum. They have identified the important knowledge that they want pupils to learn. The curriculum is carefully organised to ensure that pupils develop their understanding over time. For example, in music, pupils develop their musical skills by regularly playing the glockenspiel. They learn to play and perform with increasing confidence.

Teachers present new knowledge to pupils in small steps. They explain concepts clearly and revisit what pupils have previously learned. This helps pupils to gain a firm grasp of key information. For example, in design technology, pupils build knowledge about food and nutrition gradually. Younger pupils learn about different types of fruits and vegetables and the basics of cutting. They use terms like grate and peel. As they get older, pupils identify nutrients in fruits and vegetables. The oldest pupils explore how food affects your mood.

Teachers regularly check how well pupils are learning. If pupils need extra help, teachers break the learning into smaller chunks in a 'carpet conference'. Pupils say this helps them to keep up. However in a small number of foundation subjects, leaders are still developing the way they check what pupils know.

Reading is at the heart of the school curriculum. Children begin to develop their phonics knowledge from the moment they start school. Leaders make sure that books match the sounds that pupils have learned. If a pupil falls behind, well-trained

staff provide them with extra support so that they can catch up. As a result, pupils develop the knowledge and skills they need to read fluently.

Leaders ensure that staff receive training to be able to identify the needs of pupils with SEND. Teachers provide appropriate extra help and these pupils achieve well. When some pupils with SEND struggle to manage their behaviour, skilled and experienced staff support them effectively.

Staff in the early years are highly ambitious and have created a rich and stimulating curriculum. Children thrive in the vibrant learning environment. They show high levels of curiosity and independence. Leaders have carefully thought about what children need to learn and have ensured that all activities are meaningful. Staff quickly establish clear routines and set high expectations. Staff focus on expanding and developing children's vocabulary over time. Staff ask children questions about their learning that challenge them to use new words. Children are exceptionally well prepared for learning in Year 1.

Leaders want pupils to leave Corngreaves as well-rounded, confident individuals. Assemblies, clubs, trips and visitors help to broaden pupils' understanding of the curriculum and the wider world. Pupils learn about their rights and responsibilities. Pupils learn about many of the world's major religions and understand diversity. They speak confidently about the lives and experiences of different groups of people. Pupils show respect for the views of others. They regularly debate and vote on important school, community and worldwide issues. Leaders ensure that pupils learn about important areas of society, such as democracy, to help them be well prepared for life in modern Britain.

There is a culture of mutual support and teamwork among staff. Teachers recognise that leaders are considerate of their workload and well-being. Staff feel valued and are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that keeping pupils safe is a priority. All staff receive regular safeguarding training. As a result, they are vigilant and know their safeguarding duties well. Staff report concerns promptly. Leaders take swift action when they consider a pupil to be at risk of harm and work with external agencies where necessary to keep children safe.

Leaders and governors complete all necessary pre-employment checks. Pupils know about online dangers and learn how to keep safe. Pupils know to report any worries to adults. They trust adults to deal with concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are still developing assessment systems in a small number of foundation subjects. Teachers do not always know how well pupils have remembered the important information from their previous learning. Leaders need to develop effective assessment systems in these subjects, ensuring that this does not create unnecessary workload for staff.

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	139742
Local authority	Sandwell
Inspection number	10256866
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	Board of trustees
Chair of trust	Richard Greenhalgh
Executive Headteacher	Michelle Green
Headteacher	Sarah Green
Website	www.corngreavesacademy.org.uk
Dates of previous inspection	8 and 9 June 2009, under section 5 of the Education Act 2005

Information about this school

- Corngreaves Academy converted to become an academy school in June 2013. When its predecessor school, Corngreaves Primary, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school is part of the United Learning Trust, a multi-academy trust of 33 primary schools and 45 secondary schools.
- Leaders do not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded 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 inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspectors carried out deep dives in early reading, mathematics, music and design technology. For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work. Inspectors also met subject leaders for science, geography and art and looked at samples of pupils' work in these subjects.
- Inspectors met with the leaders responsible for the early years, pupils with SEND, disadvantaged pupils, behaviour, attendance and personal development.
- The lead inspector met with the chair of the local governing body. She also spoke with a representative of the trustees and the primary regional director from the trust.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, records of governance, and documentation relating to attendance and pupils' behaviour.
- The lead inspector met with the designated leader for safeguarding to discuss the actions taken to keep pupils safe. The lead inspector reviewed a range of documents, including the school's single central record.
- The inspectors took account of responses to Ofsted's online survey for parents, Ofsted Parent View, the pupils' survey and the staff's survey. The inspectors spoke informally with parents on arrival to school.
- During the inspection, the inspectors met with groups of pupils both formally and during less structured parts of the day.

Inspection team

Corinne Biddell, lead inspector

His Majesty's Inspector

Sultanat Yunus

His Majesty's Inspector

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