

Inspection of Staunton and Corse Church of England Primary School

Gloucester Road, Corse, Staunton, Gloucester, Gloucestershire GL19 3RA

Inspection dates:	25 and 26 March 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

The acting headteacher of this school is Isanna Ball. This school is part of the Primary QuEST Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Stephen Dean, and overseen by a board of trustees, chaired by Craig Pumfrey.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since February 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils at Staunton and Corse Church of England Primary School are encouraged to 'let their light shine' in all that they do. The school is ambitious for all pupils to achieve highly and develop their talents and interests. From the moment children join the school in nursery they are celebrated as individuals and given the confidence to learn well. This means pupils achieve well and leave the school ready for secondary education.

The school has high expectations for pupils' behaviour. Pupils are clear about the school's values and consequently show respect towards each other and adults. Pupils trust adults to help them with any worries, making them feel happy and safe. Older pupils show a great deal of care for younger members of the school community. They actively include them within activities during breaktimes. As a result, bullying is rare and never tolerated.

The school's personal development from early years onwards is exceptional. The extra-curricular opportunities mean that all pupils benefit from a wealth of different experiences. For example, this includes whole school trips to the theatre and literature festivals. Pupils learn the value of physical exercise, for fitness, fun and competition. Clubs such as craft, choir and roller-skating are popular with pupils who enjoy trying something new.

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

The school has carefully designed a broad and ambitious curriculum that develops pupils' knowledge and understanding from Reception Year through to Year 6. The school recently incorporated an existing nursery into the school. Leaders are in the process of revising the nursery curriculum to ensure that it fully aligns with the Reception Year to help children be well prepared for the transition.

The school has set out in each subject what pupils will learn and when. Pupils' work is of a good quality and they are keen to share what they have learned. For example, talking about their own science experiments with confidence. However, at times, there is insufficient checking of what pupils know and can do during activities. On these occasions, teachers are then unable to make the adaptations needed to resolve pupils' gaps in knowledge or misconceptions. Equally, without accurate checking of understanding teachers are sometimes unable to identify when pupils are ready for more challenging work.

The school has developed a culture where pupils are passionate about reading. Pupils learn to read from reception, building their skills and confidence so that they become independent readers. Well-chosen stories, including traditional fairy tales, ignite pupils' imaginations. For example, children in early years enjoy planting their own beans while wondering where their beanstalk may take them. Reading ambassadors and pupil librarians promote a love of reading. They enthusiastically provide recommendations for authors and books. Older pupils 'buddy read' with younger pupils, enjoying the pleasure of sharing a story and building friendships.

The school accurately identifies the needs of pupils with special educational needs and/or disabilities (SEND). These pupils are known and supported well. Staff help pupils to engage positively with their work and extra-curricular opportunities. This enables pupils with SEND to achieve well.

The school and trust actively promote the importance of high attendance. When it is needed, leaders provide effective support to pupils and their families to rapidly improve attendance. This work means that attendance is above national and continues to rise.

Pupils learn about how to keep themselves safe and healthy in an age-appropriate way. For example, they are very knowledgeable about online risks. The school encourages pupils to explore their own beliefs as well as learning about different religions and the fundamental British values. Pupils can link these to their own lives, such as agreeing class rules and responsibilities. They understand the importance of tolerance and respect for others.

Becoming play leaders and house captains are just some of the ways that pupils take on responsibility. Through these roles, they help to organised events for the benefit of everyone. As active citizens, pupils support the local community through local litter picking and charity fundraising. Pupils are proud of their contributions to the running of the school.

Those responsible for governance have a clear understanding of the school's strengths and priority areas. They support and challenge leaders in equal measure. The school is keen to engage with parents and the local community. Parents support the work of the school, with many volunteering their time to help with school improvements and events.

The trust and school provide staff with ongoing professional development opportunities to enhance their skills and expertise. Leaders are considerate of the workload of staff, particularly when they hold multiple areas of responsibility. Staff feel well supported and are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment in the classroom sometimes does not help staff accurately identify pupils' starting points or gaps in their knowledge or understanding. This means that some pupils do not receive the support or challenge that they need to learn as well as they could. The school should make sure that assessment routines are used effectively to check understanding and that the curriculum is adapted accordingly in response.

- The curriculum in the Nursery does not currently provide a clear enough progression to what children learn in the Reception Year. As a result, children are not as well prepared for joining school as they could be. The school needs to complete its work to define the curriculum in the nursery to support transition to Reception Year and beyond.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137149
Local authority	Gloucestershire
Inspection number	10371323
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	137
Appropriate authority	Board of trustees
Chair of trust	Craig Pumfrey
CEO of the trust	Stephen Dean
Headteacher	Isanna Ball (Acting headteacher)
Website	www.stauntoncorseacademy.co.uk
Dates of previous inspection	5 and 6 February 2015, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Primary QuEST Multi-Academy Trust.
- This school is a Church of England School in the Diocese of Gloucestershire. A Statutory Inspection of Anglican and Methodist Schools was carried out in May 2022. Inspections are normally carried out every five years.
- The school does not use any alternative provision.
- The school runs a breakfast club and an after-school club for pupils who attend the school.
- The school has nursery provision for children aged two to four. This was a previously private nursery that joined the school in February 2024.
- There has been a change of leadership since the last inspection. The acting headteacher of this school took up post in April 2024.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with school leaders at all levels. Inspectors also spoke with staff, the trust's executive leader, local governors and a representative from the trust board.
- Inspectors carried out deep dives in these subjects: reading, mathematics and music. For each deep dive, inspectors held discussion about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in science, geography and art.
- Inspectors observed pupils' behaviour in lessons and around the school, including at lunchtime and breaktimes.
- Inspectors viewed a range of school documentation, including the minutes of governance meetings, the school's self-evaluation documents and improvement plans.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the view of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to the online survey, Ofsted Parent View, as well as responses to Ofsted's staff survey and pupil survey. Inspectors also spoke with parents at the start and end of the school day.

Inspection team

Sara Berry, lead inspector

His Majesty's Inspector

Spencer Allen

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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