



# Corringham CE Primary School

## Inspection Report

**Unique Reference Number** 120568  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 282898  
**Inspection dates** 30 November 2005 to 1 December 2005  
**Reporting inspector** Mr. Paul Weston LI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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|------------------------------------|----------------------|---------------------------|--------------------------|
| <b>Type of school</b>              | Primary              | <b>School address</b>     | Middle Street            |
| <b>School category</b>             | Voluntary controlled |                           | DN21 5QS                 |
| <b>Age range of pupils</b>         | 4 to 11              |                           |                          |
| <b>Gender of pupils</b>            | Mixed                | <b>Telephone number</b>   | 01427838270              |
| <b>Number on roll</b>              | 72                   | <b>Fax number</b>         | 01427838433              |
| <b>Appropriate authority</b>       | The governing body   | <b>Chair of governors</b> | Mr. Nick Ward-Lowery     |
| <b>Date of previous inspection</b> | Not applicable       | <b>Headteacher</b>        | Mrs. Elizabeth McCaffery |

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|-----------------------------|--|------------------------------------|
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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors.

## Description of the school

Corringham Church of England Voluntary Controlled Primary School is a small rural school close to Gainsborough. All pupils come from White British backgrounds and there are no pupils who speak English as an additional language. The pupils' social circumstances are slightly above average. The school has a smaller number of pupils who have learning difficulties but a higher proportion with statements of special educational needs. There are more boys than girls in the school. Pupil mobility is low. There have been significant staff changes since January 2005.

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## **Overall effectiveness of the school**

### **Grade: 2**

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures. The school's capacity to improve is good because recent appointments have led to good teaching and improved standards. There is a strong commitment to improve. The strategies put in place to remedy identified weaknesses are having a good impact particularly in planning and tracking pupils' progress. Leadership and management are good. The school knows its strengths and weaknesses well and has made significant improvements since the last inspection. Parents and pupils like the school. Pupils in the Foundation Stage make good progress. By the age of seven, standards are above average in reading and mathematics. The school is aware that standards are too low in writing at the end of Year 2. Historically, standards achieved by 11 year olds have been too low and progress has been inadequate. Better use of individual pupil targets helps ensure that most pupils now make good progress. The school has plans to further develop opportunities for independent learning and broaden the curriculum. Pupils' behaviour and attitudes to learning are good. It gives good value for money.

### **What the school should do to improve further**

- Raising standards by meeting the challenging targets that the school has set.
- Increasing opportunities for the development of information and communication technology (ICT), literacy and numeracy in order to improve independent learning.
- Developing the curriculum further so that foundation subjects provide a broader range of experiences for pupils.

## **Achievement and standards**

### **Grade: 3**

When pupils first start in the Reception class their skills are typical for their age. They make good progress so that by the time they enter Year 1, they have standards above those found nationally. In 2005, standards and achievement were above average in mathematics and reading for 7 year olds. Standards in writing were lower than those found nationally. Boys did less well than girls in all subjects in Year 2. Many learners in Key Stage 1 made satisfactory progress in reading, science and mathematics but progress in writing was below average. In 2005 standards for most 11 year olds were too low in English, mathematics and science. Most pupils made inadequate progress in English and mathematics. Those with learning difficulties and disabilities made similar progress to other learners. However, in lessons, inspectors found significant improvements and standards are rising rapidly. Progress is now good. This is the result of stronger teaching, good use of assessment, effective pupil tracking and well targeted support. Pupils in all year groups are gaining knowledge, skills and understanding at a good rate. Pupils who have learning difficulties or disabilities make good progress overall.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and steps taken to ensure their well-being are good. The school is a calm and welcoming environment; attitudes to learning are good. Pupils enjoy their education; in lessons behaviour is often good and pupils are keen to contribute. Playground behaviour is satisfactory and appropriately supervised in a congested area. The development of good social skills begins in the Foundation Stage and is continued throughout the school. Overall, the pupils' spiritual, moral, social and cultural development is good. The schools behaviour policy has a strong moral and social code that underpins daily relationships. Pupils learn about the common values expressed in the major world faiths. Good use is made of the links with the local church; biblical stories, the role of marriage and religious festivals are important aspects of the pupils' experience. Local customs are supported. For example, each class has produced a scarecrow for the church pantomime. Lunch time choir practices were a pleasure to hear. Pupils understand how to keep safe and healthy; for example, they learn road safety and the importance of following a healthy diet. Pupils develop good literacy and numeracy skills which prepare them well for adult life. Attendance is in line with the national average. Unauthorised absence is low and pupils were punctual to lessons.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good and sometimes outstanding. In the best lessons, good use was made of open-ended questions which extended pupils' oral skills. The pace and challenge of the lesson engaged the pupils' attention and enabled them to make good progress. Teachers capitalised on the pupils' good oral responses to extend the learning opportunities. Lessons are well planned and the match of task to the pupils' learning needs is good. Pupils are keen to learn, many have the confidence to ask imaginative questions and offer thoughtful responses. Teaching assistants are often skilled instructors. In those lessons that were satisfactory, some explanations were rushed or some opportunities to enhance the pace and challenge of the lesson were missed. The school makes effective use of secure assessment information to track pupil progress. Challenging targets have been set for 2006 and most pupils are well placed to meet them. Most groups of learners including those who have learning difficulties and disabilities make good progress. The use of self assessment is effective; teachers investigate any uncertainty expressed by the pupils.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum meets statutory requirements. A range of adjustments have been made to enhance the delivery of literacy, numeracy and ICT through major topics; a

programme of curriculum review is planned for the spring term. Appropriate time is available for all subjects and the development of guided reading is well managed. A significant effort is being made to develop the use of subject specific language. The structure of the school day is sound. Schemes of work are planned collaboratively, with increasing emphasis on independent learning and linking work between subjects. Classrooms are not equipped with interactive white boards although one mobile unit is available. The school is aware of the need to develop this facility further.

## **Care, guidance and support**

### **Grade: 2**

The school has good systems for monitoring attendance and punctuality. Class teachers take the lead on matters of behaviour, guidance and support. The support provided for pupils who have learning difficulties and disabilities is good. The care of pupils, including those who are vulnerable or at risk is good. Pupils know how to report matters of bullying but some expressed concerns about the behaviour of a very small minority. The provision for the pupils' health and welfare is good. The school does not provide school meals but fruit and milk are plentiful at break times. All pupils are encouraged to use water bottles and teachers ensure they are kept alert by including physical activities in lessons. A recent questionnaire shows the increased confidence of parents in the care, guidance and support provided by the school. One parent said, 'There has been a marked improvement in the school'. Another commented, 'Our child has grown in confidence'. Members of the school council were involved in the most recent appointments to the teaching staff; they feel that the school and the friendships they develop are important to the life of their village.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good. The school has responded positively to the previous inspection report and has worked energetically to address the issues identified. The school is well supported by the local authority who has also helped with the recruitment of high quality staff. The leadership of the school is successfully focused on raising standards and promoting the personal development and well-being of learners. The school runs smoothly on a day-to-day basis. It has created a common sense of purpose among staff. New staff have been well integrated into school. They are increasingly effective and their impact is now showing good improvement. Analysis and review are now integral to the school's work, so that it knows itself well. For example, the school's assessment of the quality of teaching and learning is accurate and matches that seen by HMI. The use of assessment to inform teaching and learning is good. Challenging targets are set and regularly reviewed for all pupils. Resources are well used. Good inclusive policies have enhanced the education of all; pupils have a sense of security and well-being. These factors have secured the right conditions for the early signs of sustained academic achievement. The views of pupils and parents are actively sought and they have expressed high levels of satisfaction with the school. Governors are supportive and fulfil their statutory duties

well. They are well informed about the areas for development. The school is now well placed to move forward and gives good value for money.

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## Inspection judgements

|  |                       |              |
|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | <b>School Overall</b> | <b>16-19</b> |
|--|-----------------------|--------------|

### Overall effectiveness

|  |     |    |
|--|-----|----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 2   | NA |
| How well does the school work in partnership with others to promote learners' well-being?  | 2   | NA |
| The quality and standards in foundation stage  | 2   | NA |
| The effectiveness of the school's self-evaluation  | 2   | NA |
| The capacity to make any necessary improvements  | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection   | Yes | NA |

### Achievement and standards

|  |   |    |
|--|---|----|
| <b>How well do learners achieve?</b>   | 3 | NA |
| The standards <sup>1</sup> reached by learners   | 3 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 | NA |
| How well learners with learning difficulties and disabilities make progress                              | 3 | NA |

### Personal development and well-being

|   |   |    |
|---|---|----|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 | NA |
| The behaviour of learners   | 2 | NA |
| The attendance of learners  | 3 | NA |
| How well learners enjoy their education   | 2 | NA |
| The extent to which learners adopt safe practices   | 2 | NA |
| The extent to which learners adopt healthy lifestyles   | 2 | NA |
| The extent to which learners make a positive contribution to the community                                    | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 | NA |

### The quality of provision

|   |   |    |
|---|---|----|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 2 | NA |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 3 | NA |
| <b>How well are learners cared for, guided and supported?</b>   | 2 | NA |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

|  |     |    |
|--|-----|----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review      | 2   | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 2   | NA |
| How effectively and efficiently resources are deployed to achieve value for money  | 2   | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   | NA |
| The adequacy and suitability of staff to ensure that learners are protected  | Yes | NA |

|   |     |
|---|-----|
| <b>The extent to which schools enable learners to be healthy</b>  |     |
| Learners are encouraged and enabled to eat and drink healthily  | Yes |
| Learners are encouraged and enabled to take regular exercise  | Yes |
| Learners are discouraged from smoking and substance abuse   | Yes |
| Learners are educated about sexual health   | Yes |
| <b>The extent to which providers ensure that learners stay safe</b>   |     |
| Procedures for safeguarding learners meet current government requirements                                   | Yes |
| Risk assessment procedures and related staff training are in place  | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism                                | Yes |
| Learners are taught about key risks and how to deal with them   | Yes |
| <b>The extent to which learners make a positive contribution</b>  |     |
| Learners are helped to develop stable, positive relationships   | Yes |
| Learners, individually and collectively, participate in making decisions that affect them                   | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| <b>The extent to which schools enable learners to achieve economic well-being</b>                           |     |
| There is provision to promote learners' basic skills  | Yes |
| Learners have opportunities to develop enterprise skills and work in teams                                  | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form          | NA  |
| Education for all learners aged 14–19 provides an understanding of employment and the economy               | NA  |

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for letting us visit your school. We enjoyed talking with you, watching you learn and looking at your work. We thought you would like to hear what we liked about your school and how it could get even better. What we liked about your school: - You are friendly and confident, and happy to talk about what you were doing. - You behave well in lessons and enjoy what you do, especially when you are working together or have practical activities to do. - You have some good ideas about how the school can improve. - Your headteacher, and other grown-ups working in the school look after you and make sure that everyone behaves well and is happy. This helps you get on in lessons. - Your teachers and teaching assistants work hard to make their teaching even better, and to get it right for each one of you. - Your parents like the school and feel you learn well. What we have asked your school to do to make it even better: - You need to work as hard as you can in English and mathematics lessons and achieve your targets. - Your teachers need to link subjects together and allow you time and the opportunity to find out how things work. We feel certain that everyone at the school will continue to work hard to help you learn in the future. Good luck.