

Corrie Primary School

Inspection report

Unique Reference Number	106214
Local Authority	Tameside
Inspection number	309056
Inspection dates	22–23 April 2008
Reporting inspector	Kathleen McArthur

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	326
Appropriate authority	The governing body
Chair	Mrs Lynne Smith
Headteacher	Mrs S Marland
Date of previous school inspection	6 December 2004
School address	Cemetery Road Denton Manchester Lancashire M34 6FG
Telephone number	0161 3364265
Fax number	0161 3378568

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than most primary schools. Numbers are lower since the last inspection, because of the falling birth rate in the locality. The proportion of pupils entitled to a free school meal is above the national average, reflecting some economic disadvantage in the area. The proportion of pupils with learning difficulties and/or disabilities is just below the national average. The great majority of pupils are of White British heritage. The school occupies three buildings on the same site, surrounded by pleasant grounds.

The school holds many awards including the Gold Sports Activemark, the national Activemark, Healthy Schools, Gold Standard School Meals, Investors in People and Eco silver status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with outstanding features in pupils' personal development, the curriculum, and the care, support and guidance it provides. The headteacher's dynamic and committed leadership has inspired a resolute focus on the vision to ensure each pupil can reach his or her full potential. She is well supported by the leadership team and governing body. Consequently, during their time in school, pupils are happy and healthy and acquire the skills that equip them well for both their academic and their economic future.

Achievement is good. There is a broad spread of ability when children enter the Nursery, with the majority demonstrating skills well below those usually seen, most particularly in language development. Pupils make good progress through the school and are confident that, 'Teachers always help with our work,' but progress more slowly in developing their speaking skills. Standards have risen since the previous inspection, especially in science. By the time they leave, the majority of pupils reach broadly average standards in English, mathematics and science. Standards in writing are not as high as in reading. Teaching is good, providing interesting, well planned learning activities that meet the needs of every pupil well, but pupils are not always expected to present their work well. Pupils with learning difficulties and/or disabilities receive well targeted and skilled support so they progress well in relation to their capabilities.

Personal development including spiritual, moral, social and cultural development is excellent. The many enrichment activities which the school provides inspire pupils through music, the arts, sports and science. Pupils show how much they enjoy school by working hard and by their enthusiasm to attend extra activities and accept responsibilities as members of the eco committee and school council. They display high levels of concern for each other, the environment and the global community, for example by fund-raising for the charity School Aid. A clear, fair structure of rules and rewards, for example Golden Time, ensures that behaviour is good. Pupils are very sure of what they must do to look after their health and have an excellent awareness of how to be safe.

The excellent curriculum provides a very rich range of learning experiences that meet the academic needs of all pupils whilst broadening and extending their personal and social development most effectively. Attendance at the varied range of clubs is very high, and pupils look forward to the residential trips. Outstanding care, guidance and support ensure each pupil gains the confidence to achieve well. Rigorous use of very good assessment systems give staff a very clear picture of each pupil's progress and enable them to direct extra help where needed.

Leadership is good. Staff and governors have an accurate view of the school's strengths and what needs to be improved. They form a strong effective team to enhance provision and have successfully overcome issues from the previous inspection. This gives the school good capacity for further improvement. The school successfully ensures every pupil can participate in all activities.

Effectiveness of the Foundation Stage

Grade: 2

Parents are very happy with the safe, secure and happy environment in the Nursery and Reception classes. Children get off to a good start and make good progress in all areas of learning. By the time they move to Year 1, many reach the learning goals expected for their age. Good teaching, well planned practical activities and a very rich curriculum stimulate

children's natural curiosity and interest most effectively. For example, nursery children were enthralled by three chicks in their classroom and staff were quick to use this opportunity to develop language and vocabulary. Personal development is promoted very well so children make very good progress, becoming increasingly mature and independent, happily tidying up and caring for themselves and for each other. Children enjoy learning outside and staff use the available space well. Careful monitoring of progress enables staff to meet children's individual learning and social needs effectively. The Foundation Stage is well led and managed by the leader of Key Stage 1.

What the school should do to improve further

- Develop speaking skills to help pupils organise their ideas and improve the quality of their writing.
- Implement a consistent framework that enables pupils to present their work well in all subjects.

Achievement and standards

Grade: 2

Pupils achieve well. In Key Stage 1, standards largely matched national averages in previous years but dipped in 2007. About a quarter of this year group had learning difficulties and/or disabilities and few pupils attained the higher levels in writing or mathematics. Speaking and vocabulary skills lag behind and this impedes pupils' ability to plan and organise their ideas ready for writing. Progress accelerates in Key Stage 2 where standards have risen over time. In 2007, the majority of Year 6 pupils attained the expected levels in all subjects and exceeded their targets in reading, writing and mathematics. However, standards in writing are not as high as in reading. Pupils with learning difficulties and/or disabilities make good progress.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is excellent. Pupils show they know the difference between right and wrong and are always polite and courteous to each other and to adults. They thoroughly enjoy school and say their lessons are interesting and enjoyable. Attendance is satisfactory; the school works constantly to raise attendance levels. Pupils understand the importance of healthy eating; they grow vegetables, and then take delight in cooking and eating them. Pupils take full advantage of the many sporting opportunities which are on offer. They certainly know how to keep safe through road safety training and are well aware of potential internet dangers. Pupils demonstrate very good awareness of the needs of others, readily accepting responsibilities as monitors and play leaders. Throughout the school, pupils work very well both cooperatively and independently. Good progress in acquiring the basic skills of literacy, numeracy, and information and communication technology (ICT) will serve them well in high school and later life.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good overall and teachers display good subject knowledge. Supportive relationships result in calm learning environments where staff promote pupils' self-esteem and confidence skilfully so they are motivated and eager to do their best. Lessons are well planned to build on

prior learning and address pupils' differing abilities and needs. Too often, however, teachers accept careless, untidy work which lowers the quality. Good pace and strategic use of interactive whiteboards really engage pupils' interest and provide challenge that intensifies their learning. Skilful open-ended questioning encourages every pupil to participate and discover things for themselves. Teaching assistants support pupils with learning difficulties and/or disabilities well. Sometimes, however, their skills are not fully used prior to the commencement of group work, so learning slows.

Curriculum and other activities

Grade: 1

The very rich curriculum is well balanced between the basic skills of literacy, numeracy and ICT whilst clearly valuing all other subjects. Excellent enrichment provides broad first-hand experiences appropriately linked to class work, including visits to local places of interest and residential trips for older pupils. Professional musicians, dancers and scientists really bring learning to life; pupils spoke enthusiastically about the visit of a world famous drummer who encouraged them to play many percussion instruments. Pupils eagerly participate in musical performances, for example 'Strictly Dancing' and 'Charlie and the Chocolate Factory.'

Pupils are encouraged to choose healthy lifestyles and make appropriate choices to keep themselves safe. The very effective programme for social and emotional learning underpins their outstanding personal development. Very good academic provision for gifted and talented pupils through a challenging curriculum includes links with a local secondary school's extended mathematics programme. Pupils describe the very popular and extensive range of extra-curricular activities as 'exciting' and thoroughly enjoy the art club, eco club and all the physical activities, some organised by professional coaches.

Care, guidance and support

Grade: 1

The school provides outstanding care. Adults are good role models and promote strong relationships based on warmth and respect. The most vulnerable pupils receive very good support. Pupils with learning difficulties and/or disabilities are identified early and provided with very clear measurable targets to work towards and receive support that is well matched to their needs. Pupils speak appreciatively of the learning mentor's help in resolving their problems. Well established systems ensure that all statutory risk assessments and health and safety requirements are in place and carefully attended to. Robust systems for safeguarding pupils meet all current requirements. Pupils are set very helpful short-term targets and receive clear guidance on how to improve. Transition arrangements, including preparatory visits, are well managed and the school has strong curriculum links with the local high schools.

Leadership and management

Grade: 2

Leadership sets challenging targets and implements plans sharply aimed at appropriate areas for development. Consequently, all pupils achieve well and standards have risen. The relatively new senior management team and subject leaders have not yet fully developed their leadership skills. Honest analysis of school performance gives leaders and managers good knowledge of the school's strengths and areas for development; for example, they know of the need to

improve pupils' writing skills. New performance management procedures are closely linked to pupil progress. Governance is good. The governing body is well led, actively involved and well informed to challenge and hold the school to account. Although a small minority of parents feel communication between home and school could be better, the inspection found that the school works hard to involve and communicate with parents. Excellent working partnerships with local schools and external agencies benefit all pupils.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of Corrie Primary School, Manchester, M34 6FG

The inspectors would like to thank you for being so helpful, friendly and polite during our visit to your school. You made us very welcome and we really enjoyed meeting you all. This letter is to tell you what we found during our inspection.

Corrie is a good school. You make good progress and reach the right standards for your age because you are taught well and work hard to reach your targets. The school provides you with an excellent curriculum so you really enjoy your lessons and there are so many extra things for you to do. We saw the footballers at lunchtime and wished we had heard you playing the drums!

Your parents agree with us that your personal development is excellent. You have very good knowledge of what you must do to be healthy and stay safe. We were impressed by your good behaviour and by the real concern you show for others. You have certainly worked hard to raise so much money for charity! The school takes exceptionally good care of you all and makes sure you know how to improve your work. You are well prepared for your future lives.

We have asked the staff to do a few things to make your school even better. The staff are going to help you improve your speaking skills and the way you plan and organise your writing. We have also asked them to help you make your work neater and tidier; you can play your part by always making sure you work carefully.