

# Corpusty Primary School

## Inspection report

---

|                                |                |
|--------------------------------|----------------|
| <b>Unique Reference Number</b> | 120799         |
| <b>Local Authority</b>         | Norfolk        |
| <b>Inspection number</b>       | 313741         |
| <b>Inspection date</b>         | 7 July 2008    |
| <b>Reporting inspector</b>     | Kathleen Yates |

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

---

|   |  |
|---|--|
| <b>Type of school</b>                     | Primary  |
| <b>School category</b>                    | Community  |
| <b>Age range of pupils</b>                | 4–11   |
| <b>Gender of pupils</b>                   | Mixed  |
| <b>Number on roll</b>                     |  |
| School                                    | 91   |
| <b>Appropriate authority</b>              | The governing body   |
| <b>Chair</b>                              | Mr Tim Eyres   |
| <b>Headteacher</b>                        | Mrs Nichola McIntyre                                       |
| <b>Date of previous school inspection</b> | 29 November 2004   |
| <b>School address</b>                     | Norwich Road<br>Corpusty<br>Norwich<br>Norfolk<br>NR11 6QG |
| <b>Telephone number</b>                   | 01263587320  |
| <b>Fax number</b>                         | 01263587456  |

---

|                          |             |
|--------------------------|-------------|
| <b>Age group</b>         | 4-11        |
| <b>Inspection date</b>   | 7 July 2008 |
| <b>Inspection number</b> | 313741      |

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' progress in all subjects, the quality of teaching and learning, care, guidance and support and the impact of leadership and management at all levels. Evidence was gathered from observing work in classrooms, scrutinising school documentation and records of pupils' attainment and progress. Discussions were held with governors, senior leaders in the school and pupils. An analysis of the responses to the parents' questionnaire was also taken into account. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

This popular village primary school is much smaller than average. All pupils are White British. The proportion of pupils with learning difficulties or disabilities is a little above average. Staffing is very stable and, because of the small numbers in year groups, pupils are taught in mixed-age classes. Attainment on entry to the school varies considerably from year-to-year but is broadly average overall. Children's personal, communication and language skills are notably lower than expected in some years. The school has received the Activemark and the Healthy Schools Awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Corpusty Primary School provides its pupils with a good, all-round education. The school is successful in meeting its aims to provide a happy, secure environment where individuals are respected and everyone's contribution is valued. Pupils benefit from the good links with the community, neighbouring schools and outside agencies, which the school is working hard to improve further. There is a particularly strong partnership with parents who are 'part of the school family'. All work together well to the benefit of pupils' academic progress and personal well-being.

Pupils' personal development, including their spiritual, moral, social and cultural development is good. Pupils are enthusiastic about coming to school, attendance is above average and behaviour is excellent. Pupils have a good understanding of how to stay fit, healthy and keep themselves safe. The actions of the school council have had a very positive impact on improving the school environment. Pupils contribute very well to the school community. They regularly take part in fund raising for those who are less fortunate than they are. Good basic skills in literacy and numeracy prepare them well for their future lives.

All pupils, including those who find learning difficult, achieve well and make good progress. Standards attained vary year-on-year and are affected by the small size of the year groups. By Year 2, current standards overall are broadly average. They are highest in writing. By Year 6, standards overall are above average. In 2007, in English, in Year 6, pupils achieved particularly well reaching standards that were well above average. Pupils exceeded both the national and the school's own challenging targets in this subject. In mathematics, targets were exceeded at the higher levels. Standards attained in science, although average, have consistently been lower than in the other core subjects. The school acknowledges this difference and is introducing many initiatives to address this, the impact of which is yet to be seen. Standards attained by the pupils currently in Year 6 are not quite as high as last year; nevertheless, pupils are still making good progress.

Teaching and learning are good. Very good relationships are fostered, resulting in effective learning. Pupils from Years 3 to 6 are taught in ability groups for literacy and numeracy. This is having a beneficial impact on standards because teaching is matched closely to individual pupils' needs. Good use is made of the recently installed interactive whiteboards to present new learning and to help pupils to remain attentive. On occasions, when the teaching is less engaging, the pace of learning slows, progress is uneven and pupils do not achieve as well as they can in these lessons.

A good quality curriculum with a broad range of activities, promotes enjoyable learning opportunities where pupils learn to work well together and help one another. Drama is used very successfully to enhance pupils' writing skills. A wide range of visits and visitors make learning come alive. Good links are made across subjects, as in the 'Coastal Defence' project studied by older pupils. The curriculum is to be extended appropriately to include French from next term. The extensive range and a high take-up of additional activities have enabled pupils to be successful in many areas. They won a healthy eating competition at the local high school, were crowned champions in tag rugby and football, and gained a distinction for the hand bells at the music festival. These are significant achievements for such a small school and make a positive contribution to pupils' personal development and well-being.

Teachers and support staff understand the needs of their pupils well and give them good care, guidance and support. Arrangements for safeguarding pupils and for their health and safety are robust. Pupils and their parents know that any concerns they might have will be dealt with swiftly. Realistic and challenging targets are set which ensure pupils make good progress in reading, writing and mathematics. Older pupils are skilled in using checklists to help them improve their writing skills.

At the heart of the school's success is the effective leadership and management of the headteacher. She fosters good teamwork and gives clear direction to the work of the school and a strong lead to the staff and governors. She is well supported by the senior leadership team and a hard working governing body. Governors are committed, challenging and keenly aware of the strengths of the school and they are developing a clear understanding of the areas for improvement. A regular programme of monitoring ensures subject leaders keep a close eye on their areas of the curriculum. The school's self-evaluation is accurate. There has been good improvement since the previous inspection and there is good capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The building of a new classroom has enabled the school to make effective arrangements for Reception children to be taught together as a small class in the morning and to work together as a group when they join Year 1 pupils in the afternoons. Induction arrangements are good so that warm relationships are forged and children settle happily. The good partnerships fostered with parents helps them to be involved in supporting their children's learning. Teaching and learning are good; expectations are clear with the result that children behave well, and respect and care for one another. Good use is made of the indoor and the enclosed outdoor spaces where children play and explore in a wide range of activities. Adults regularly assess children's learning, carefully guiding them to their next steps. The school has yet to collate this information to have a clearer overview of the amount of progress children make across the year. Children achieve well from their widely varying starting points and most children currently in Reception have reached the levels typically expected in all areas of learning. Some children have exceeded expectations in all areas of learning, most notably in their personal, social and emotional development.

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

- Increase the rate of progress pupils make in science to match that made in English and mathematics.
- Enable all pupils to achieve as well as they can by making sure that the pace of learning is consistently good or better in all lessons.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

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

### 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?   | 2   |
| 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 <sup>1</sup> reached by learners   | 2 |
| 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?                                  | 2 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 |
| The extent to which learners adopt healthy lifestyles   | 2 |
| The extent to which learners adopt safe practices   | 2 |
| How well learners enjoy their education   | 2 |
| The attendance of learners  | 2 |
| The behaviour of learners   | 1 |
| 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? | 2 |
| How well are learners cared for, guided and supported?   | 2 |

<sup>1</sup> 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**

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 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**

8 July 2008

Dear Pupils

Inspection of Corpusty Primary School, Norwich NR11 6QG

I thoroughly enjoyed my visit to your school. Thank you for talking to me and making me so welcome in all your classes. Many of you told me about what makes your school so special. I thought you might like to know my views too.

Corpusty Primary School is a good school and you learn a great deal. I was particularly impressed by your excellent behaviour and by how well you look after one another. Your parents are very happy with the way the school cares for you and helps you to do well so that by the time you leave, the standards you reach are above average. You do particularly well in writing. You work hard, come to school regularly and concentrate on your lessons. You know how to eat healthily, take regular exercise and keep yourselves safe. Your success in cycling proficiency means you have a good understanding of road safety. You enjoy the many activities that go on after school. You have done really well in sporting and musical competitions. Well done! You show tremendous initiative in getting involved in school and community activities and very readily take on responsibilities. You express your views confidently while listening carefully to the opinions of others.

So that you can do even better, the school is going to help you to do as well in science as you do in other subjects. The staff already have many exciting ideas to make the subject more interesting and you will find out more about these next term! The school is also going to make sure that all of you learn as much as you can in all lessons.

I wish you well for the future and hope you continue to enjoy your school as much as you do now.

Yours sincerely

Kathleen Yates

Lead inspector