

# Staunton and Corse Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	115715
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	338645
<b>Inspection dates</b>	16–17 March 2010
<b>Reporting inspector</b>	John Eadie

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

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<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 of pupils on the school roll</b>	102
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Revd Canon John Evans
<b>Headteacher</b>	Mrs Jennifer Dwight
<b>Date of previous school inspection</b>	8 February 2007
<b>School address</b>	Gloucester Road Corse Staunton GL19 3RA
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors spent the large majority of their time assessing the quality of learning and observed all four teachers teaching ten lessons in total. They held discussions with members of staff, governors and groups of pupils, both formally and informally. They observed the school's work, and looked at policy documents and records, particularly for safeguarding and health and safety, and analysed various documentation, including that regarding pupils' progress and the curriculum. They also analysed the response from 63 questionnaires returned by parents and/or carers and those completed by staff and pupils in Years 3 to 6.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether pupils' progress is satisfactory, as suggested by data, or good, as suggested by the school's evaluation
- whether boys are making the same progress as girls, as data suggests that in the national tests in Year 6 in 2009 girls did better
- whether the increase in proportions of pupils attaining the higher levels in the national assessments has been at the expense of the progress of other pupils.

## Information about the school

Almost all pupils at this smaller than average school are White British and all pupils are from homes where the first language is English. The proportion of pupils with special educational needs and/or disabilities is broadly average and most of these have specific learning difficulties. The proportion of pupils eligible for free school meals has increased in recent years, though it is still below average. Early Years Foundation Stage provision is made in a small class for Reception-age children with a few Year 1 pupils. As a result of parental need, the governors manage a breakfast club, which runs for 50 minutes before school each day. The village playgroup, which is managed privately, uses the school hall on one morning each week and was inspected separately.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

The school has made a considerable forward move since its last inspection. This is largely due to the drive and ambition of the headteacher, who has communicated this extremely well so that there is an outstanding commitment to continuous improvement shared by all staff and governors. .

A particular improvement has been in the quality of the curriculum. This has been redesigned to involve and engage pupils and the whole school is a bright, stimulating environment, both inside and out. At the start of each topic, pupils have a considerable input into what they want to learn and their ideas are extremely well planned into lessons so that skills and knowledge are developed well. Pupils' attendance is excellent as they thoroughly enjoy coming to school, saying such things as, 'Each day is almost like a surprise.' Excellent links with other schools offer a range of opportunities. For instance, links with secondary schools provide sporting expertise and Spanish teaching. Thought has been put into how learning might be planned to be more appealing to boys and they are now making the same progress as girls throughout the school. High levels of challenge are provided for the more able and the proportion of pupils gaining the higher levels in the national assessments has increased considerably and is well above the national average. This has not been at the expense of other pupils, who are usually given work that is appropriate to their abilities. Occasionally though, all those of average ability are given the same tasks, when they could make faster progress if this was more accurately planned for their particular needs.

A further substantial improvement has been in the quality of care, guidance and support provided for pupils. Each pupil and their needs and circumstances are extremely well known to adults and excellent provision is made to meet these needs. This support extends to families, who very much appreciate the care provided. This is indicative of the way that each pupil is valued and strenuous efforts made to raise self-esteem by finding the talents and gifts that each possesses. Pupils say that they feel extremely safe because of the care taken of them.

Children have an excellent start in the Early Years Foundation Stage. Provision for them is planned extremely well and they make outstanding progress. Pupils' progress through the rest of the school is good and their attainment is above average by the time they leave. This is due to good teaching in all classes. Lessons move at a good pace and are exemplified by lots of enthusiasm and enjoyment. However, there are occasions when time is not used as effectively as it might be at the start of lessons, when pupils have to copy out lengthy lesson objectives for instance. Teachers use their assessments of pupils' gains in skills very well to set targets for their future learning. However, although their marking is encouraging and positive, it does not always tell pupils how they can

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improve their work. Pupils are then less able to keep a check on the progress that they are making. Teaching assistants make a significant contribution to pupils' learning as they are well trained and are often given responsibility to deliver the teachers' planning to groups of pupils of higher or lower ability. These pupils benefit significantly from this working in small groups.

All staff feel that they are involved in the school's processes of self-evaluation and an accurate picture has been built of the school's strengths and areas for development. Thorough monitoring has been largely responsible for the improvements in the quality of teaching, though it is not always sufficiently specific about areas for development. The improvements made since the previous inspection, alongside the accurate self-evaluation and the strong commitment to continued forward movement, show that the school is well placed to continue this progress.

### **What does the school need to do to improve further?**

- Increase the rate of pupils' progress by:
  - considering ways in which time can be used more effectively at the start of lessons
  - ensuring that pupils of all ability levels are always set work that is appropriate to their particular needs.
- Enable pupils to be more involved in checking on their own progress by ensuring that, when teachers mark pupils' work, they give them clear indication of what their next steps in learning should be.

### **Outcomes for individuals and groups of pupils**

**2**

Lessons are exemplified by enthusiasm and activity. This was shown well when the pupils in the Years 1 and 2 class had enjoyed their story writing so much that they wanted to do more when it was time to move on. Pupils often enjoy the challenge of difficult work, as was seen in a mathematics lesson in the Years 5 and 6 class when three more able pupils were working at computers solving a very challenging mathematical problem. Their perseverance and teamworking eventually got to the solution. Pupils in the Years 3 and 4 class were keenly involved in creating leaflets on Italy as part of their topic, researching using the internet and putting together pleasing results. Pupils with special educational needs and/or disabilities make the same good progress as their classmates due to good support and careful planning for their learning. Pupils behave well; they are polite and welcoming, though not always fully considerate of the needs of others. Although they have very good knowledge of how to live a healthy lifestyle, this is not necessarily carried through into choices they make, on what they eat for instance. There are some significant strengths in pupils' spiritual, moral, social and cultural development, though their awareness of the range of cultures represented in Britain today is rather limited.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The curriculum makes an extremely effective contribution to pupils' learning. Excellent opportunities are taken to use trips out of school to add interest and a range of first-hand experiences. For instance, during the inspection, one class visited the Roman museum at Cirencester. The pupils thoroughly enjoyed this and returned enthused with the experience. Extra-curricular sports opportunities make a strong contribution to pupils' adoption of a healthy lifestyle and a very large majority of pupils are involved in one or more of these clubs. Teachers use the topic approach well, planning themes that will interest the pupils and ensure that learning is built on progressively. Teachers use questioning very well to encourage pupils' thinking and use a range of technology, such as interactive whiteboards and technology that enables teachers to display pupils' work and other papers on the screen, to further engage pupils. Teachers use assessment very well to track the progress of all pupils and identify any in danger of falling behind. Effective intervention strategies then ensure that these pupils quickly catch-up. Good and specific next steps for learning are set and pupils are expected to monitor their own progress towards these targets, often helped by classmates. However, teachers' marking

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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does not always make reference to these targets.

The care, guidance and support provided also makes a very strong contribution to pupils' learning and personal development. The mutual respect between adults and pupils is valued highly and pupils know there is someone to turn to if they have a problem. Pupils who are suffering particular problems are extremely sensitively supported, with expertise brought in where necessary to enable them to take a full part in all school activities. In some cases, this has removed significant barriers to learning and enabled pupils who might otherwise have struggled to achieve well. An example of the care is the very popular breakfast club, which is much enjoyed by pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The school has a good reputation locally for good practice in several aspects of its work. It has taken a leading role in the local cluster of schools and this has strengthened the opportunities for pupils to benefit from a wider range of activities, such as sports competitions. It has also enabled staff to share expertise with those from other schools and access training that would not otherwise have been practicable in this small school.

An extremely cohesive team has been created where strengths are used to the full, by ensuring that teachers work with year groups where their skills are best used, for example. Governors offer good support and challenge, but are not yet fully involved in monitoring and evaluation of all aspects of the school. One of their strengths is the thoroughness of their oversight of health and safety. At the time of the inspection, all safeguarding arrangements were in good order. Risk assessments are routinely carried out, though these are not always recorded centrally.

Equality of opportunity and tackling discrimination is at the heart of the school's work. A measure of its effectiveness is that pupils get on really well together, whatever their backgrounds; as they said, 'Everyone is just accepted for who they are.' The school is a focus for the local community and, as well as being an extremely cohesive unit, it promotes considerable cohesion in the surrounding community. The school has established successful links with communities elsewhere and is currently strengthening its partnership with a Muslim school in a neighbouring city and schools in other countries.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make excellent progress during their time in the Early Years Foundation Stage. They start school with levels of skills and knowledge which are broadly in line with those expected for their age. However, these are below expectations in several aspects of their communication, language and literacy and their mathematical skills. The rapid progress that they make enables them to start in Year 1 with above average attainment, though in some aspects of literacy and mathematics this is only a little above average due to the lower starting points in these areas of learning.

The provision for the children is outstanding. All adults have an exceptionally good knowledge of the learning and welfare needs of these young children and they plan an exciting and interesting range of activities for them. A particular strength is adults' assessment of children's gains in skills and knowledge. These are recorded assiduously, but more importantly are used very well to guide them to what the children need to learn next. Parents and carers are involved in this process, and are encouraged to bring in 'Wow!' cards, giving evidence of what the children have achieved out of school. Relationships with both children and their parents and carers are excellent and innovative teaching motivates children very well.

Leadership and management are outstanding. Rigorous self-evaluation has built a very clear knowledge of what is being done well and where developments are needed. For instance, although the outside area is used and equipped very well, plans are in place to enhance it even further to enable even more learning to take place outdoors. Good links have been established with the playgroup and children from the playgroup work with the Reception-age children at times during the term before they are due to start school, so easing their start to school life.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Parents and carers who returned their questionnaires and those spoken to during the inspection were very positive about the school. They are particularly pleased with levels of communication and the availability of staff so that issues are nipped in the bud. A few parents and carers consider that they are not helped to support their children's learning, though the judgement of the inspection is that the school has made strenuous efforts to involve parents and carers in the education of their children. A very small number expressed concerns that bullying is not dealt with well. However, a number of children were spoken to and all regarded any instances of bullying as very minor and as being dealt with well by staff. One parent summed up the views of many when they said, 'The school is a fantastic learning environment, suited to individual needs.'

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Staunton and Corse Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 63 completed questionnaires by the end of the on-site inspection. In total, there are 102 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	54	27	43	1	2	0	0
The school keeps my child safe	35	56	25	40	3	5	0	0
The school informs me about my child's progress	32	51	27	43	3	5	1	2
My child is making enough progress at this school	23	37	36	57	3	5	1	2
The teaching is good at this school	35	56	24	38	4	6	0	0
The school helps me to support my child's learning	29	46	46	41	7	11	0	0
The school helps my child to have a healthy lifestyle	32	51	31	49	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	30	36	57	4	6	0	0
The school meets my child's particular needs	22	35	35	56	3	5	1	2
The school deals effectively with unacceptable behaviour	23	37	33	52	3	5	2	3
The school takes account of my suggestions and concerns	21	33	38	60	2	3	1	2
The school is led and managed effectively	30	48	27	43	3	5	3	5
Overall, I am happy with my child's experience at this school	38	60	23	37	1	2	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 March 2010

Dear Pupils

Inspection of Staunton and Corse Church of England Primary School, Staunton, GL19 3RA

Thank you so much for welcoming us so warmly when we visited your school recently. We were really impressed with how polite you were and we thoroughly enjoyed chatting with you and hearing how much you enjoy school. We are not surprised as we judge it to be a good school.

These are some of the best things we found about your school

- You are making good academic progress because you are being taught well.
- Your headteacher and all the staff and governors are extremely keen to continue making your school even better. They treat you all as individuals and are dedicated to helping you to do your best.
- You are provided with an excellent and extremely interesting range of things to do in lessons. It was good to hear you tell us that you really enjoy your lessons and to see that your attendance is outstanding.
- All adults look after you outstandingly well. You told us how caring they are and how they help you.
- There are excellent links with other schools and organisations, which enable you to take part in sports competitions and have specialist teaching in Spanish, for example.
- You feel extremely safe and are developing well into responsible and sensible young people who know how to keep yourselves healthy.

This is what we have asked the school to do so that you make even faster progress

- Your teachers should make sure that you get on with learning tasks as quickly as possible at the start of lessons. Teachers should also make sure that you are always given work that matches your abilities and your personal needs.
- When they mark your work, we have asked your teachers to make sure that they always tell you how you can improve it.

You can help by asking your teachers to explain how you can improve your work so you are absolutely sure of what to do next.

Yours sincerely

John D Eadie

Lead inspector

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