

Corvedale CofE Primary School

Inspection report

Unique Reference Number	123559
Local Authority	Shropshire
Inspection number	359466
Inspection dates	28–29 September 2010
Reporting inspector	Gerald Griffin

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	79
Appropriate authority	The governing body
Chair	Jessica Ruxton
Headteacher	Christine Ball
Date of previous school inspection	3 October 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 11 lessons taught by three teachers. They observed break times and held meetings with members of the governing body, staff, and groups of pupils. Parents and carers at the school gate were spoken to informally. Inspectors scrutinised pupils' work, progress records, teachers' lesson plans, school improvement plans, policies and reports. They analysed 46 pupils' questionnaires, six staff questionnaires and 26 parents' and carers' questionnaires.

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

- The progress of girls and higher attaining pupils in Key Stage 2.
- Teachers' use of data to plan lessons that challenge pupils.
- The rigour of targets and the effectiveness of improvement planning to accelerated progress across the school.

Information about the school

Corvedale CofE is a smaller-than-average sized primary school. Most pupils come from White British families and the remainder come from a wide range of minority ethnic heritages. The proportion of pupils with special educational needs and/or disabilities is average. Most of these have specific learning difficulties or autistic spectrum disorder. A larger than average proportion of pupils join and leave the school other than at the normal times. The Early Years Foundation Stage provision comprises a Reception class, which is taught together with Year 1. The school has recently gained a number of awards including Safer Schools status and Healthy Schools Gold award. The school has recently been through a period during which staff turnover was high. The Corvedale Centre for Children, which is based on the site, is privately managed and 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?

3

The school's capacity for sustained improvement

2

Main findings

Corvedale CofE Primary is a satisfactory school which is improving strongly. It provides a very safe, caring and happy atmosphere in which pupils grow into mature and well-behaved young people. Pupils enjoy school and this is reflected in their above average attendance. Most parents and carers are very pleased with the standard of education that the school provides. Typically, one parent wrote, 'It is a very nice school. Staff are very friendly and care a lot about children's well-being.'

Since the last inspection, the school has strongly improved the curriculum, care guidance and support, and the effectiveness of the Early Years Foundation Stage; all of which are now good. Recently, the school has experienced a high turnover of staff during which progress in Years 3 to 6 slowed. Now that staffing is stable, the school has successfully tackled this underachievement, which particularly affected the girls, through effective improvement plans and the determined leadership of the headteacher. As a result, progress and achievement are satisfactory and improving throughout the school. This is particularly evident in the Reception class and in Key Stage 1, where progress is good. Attainment is average. Many aspects of leadership and management have improved and the school has sustained pupils' good personal development. The leaders' drive to improve the school is clearly articulated and enthusiastically embraced by staff. Leaders' rigorous monitoring of the school's performance provides them with secure and accurate information for self-evaluation. This leadership record shows the school has a good capacity to improve further.

The progress of higher attaining Key Stage 2 pupils in mathematics is accelerating because their mental arithmetic skills and their ability to solve mathematical problems are now good. This group's progress in writing is not as quick, although it is satisfactory. This is because their vocabulary is not broad enough for them to express their ideas clearly in different styles of writing.

There are many signs that teaching is improving. In lessons, relationships are positive. Teaching provides pupils with work that they find interesting and relevant. While some good and outstanding lessons were seen, teaching overall is satisfactory. This is because the level of challenge in lessons is not always sufficient to ensure good progress. Typically, this is because teaching does not always provide children and pupils with enough opportunities to become successful independent learners, for example by choosing an avenue of enquiry that interests them, undertaking their own research and testing ideas for themselves. The lively curriculum supports pupils' personal development well and provides a good range of popular extra-curricular activities that broaden horizons and raise ambition. The school provides its pupils with a good standard of pastoral care. The school's positive welcome for those who join the school

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other than at the normal times ensures they settle quickly and happily into school routines.

What does the school need to do to improve further?

- Secure consistently good progress by ensuring teaching provides challenges for children and pupils that make them proficient independent learners by:
 - giving them more choice of activity.
 - encouraging them to research and test ideas.
- Accelerate the progress of higher attaining pupils by broadening their vocabulary to improve the clarity of their writing in different styles.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Attainment on entry to the school is average. All groups of pupils, including those with special educational needs and/or disabilities, enjoy learning, and their achievement overall is satisfactory. Pupils who join the school partway through the year make similar progress to their peers. The learning observed in lessons was at least satisfactory and sometimes good or outstanding. Pupils were keen to learn, try their best and take pride in their work. Pupils were curious and enjoyed discussing ideas in small groups and with their class, which is promoting their self-confidence, communication skills and understanding. They use self-assessment and peer-assessment well to judge the quality of their work and to make improvements to it. The school has raised its targets and expectations for girls. This has heightened their aspirations and accelerated their progress so that it now matches that of the boys.

The school's national awards reflect strengths in pupils' personal development. Pupils report that they feel very safe in school and that the rare cases of bullying are quickly dealt with by the school. Older pupils have a good understanding of how to keep themselves safe on the internet. Pupils do their best to eat healthily and take plenty of exercise. The school council takes its responsibility seriously and suggest ideas that help leaders improve the school. Pupils organise their own charity collections. Average standards and positive attitudes mean pupils' preparation for secondary school and future work is satisfactory. Pupils reflect maturely on their actions and those of others. A clear moral code underpins their good behaviour. They are keen to share apparatus and work productively in teams. Many older pupils, although not all, have a good understanding of the diversity of British culture.

These are the grades for pupils' outcomes

¹ 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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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers use resources such as computers and educational games well to engage pupils and develop their learning. Their use of progress data to set challenging next steps for each pupil's learning is improving strongly. Marking and other feedback is providing pupils with clear guidance on how to improve their work. However, older pupils are not always clear about how much progress they are making, especially in English and mathematics, which makes it difficult for them to take responsibility for their learning. Teaching assistants are making a valuable contribution to learning, especially for pupils with special education needs and/or disabilities. For example, they ensure pupils who find it difficult to concentrate remain on task. They accurately assess and record the progress of these pupils and report this to the teacher.

The curriculum is promoting accelerated progress by providing interesting and relevant experiences for pupils. Good provision in physical education, including 'Fitness Friday' and in science, supports pupils' adoption of healthy lifestyles. Pupils enjoy the many popular sports and other clubs and educational visits on offer. For example, pupils in Years 4 and 5 enthusiastically told an inspector about a recent visit to a large urban primary school in Birmingham where they met with their peers from backgrounds different to those in Corvedale.

Staff use their detailed knowledge of each child expertly to provide a good level of care. Pupils with special education needs and/or disabilities receive sympathetic support. Their needs are assessed accurately, which ensure their learning programmes are appropriate. The school's targeted support for pupils whose circumstances have the potential to make them vulnerable is very effective.

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These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders articulate clearly to staff the school's challenging targets and their plans to make the school better. Teaching and learning are improving strongly because leaders have accurately identified needs and, supported by good partnerships with consultants, have provided successful training that has sharpened teachers' skills; for example, in assessing standards in English and mathematics lessons and planning practical mathematics activities. School leaders have appropriate plans to help staff provide opportunities for independent learning. The governing body is very supportive. Its clear understanding of data and its independent evaluations of the pupils' standards underpins its robust challenge to the school over its performance. Middle leaders take a good level of responsibility for checking standards in their areas and ensuring that they are quickly improving.

The school's commitment to equal opportunities and the success of its plans to remedy previous gender differences in progress show that its policies are having a positive impact. It is working hard to raise standards in writing for the most able pupils. Safety and safeguarding are given a high priority. Child protection procedures are robust, regularly updated and fully meet current safeguarding requirements. The checks that the school makes on the suitability of adults to work with pupils are rigorous. The school is a very happy and harmonious society in which pupils from all backgrounds integrate well. It actively promotes community cohesion in the local area by welcoming volunteers into school. The school has developed links with a school in Guinea to support pupils' understanding of diversity.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2

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The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Parents are very happy with the arrangements that have ensured children settle happily and quickly into the routines of school. Parents told inspectors that they found most valuable the advice they are given about how they can help their child's learning at home. Children make good progress in all areas of learning because their teaching is good. Boys and girls make similar progress. Last year, most children reached the early learning goals and many exceeded them. Children's behaviour is good and they readily share apparatus and work together in groups. They are very safe and are very well looked after.

Children are enthusiastic learners and work hard. For example, on a Forest School session, they were thinking carefully about how to keep themselves safe. They then excitedly collected natural materials from the wood to decorate a crown they had made, which promoted their creative development. While adults in the setting are committed to learning outdoors, the new outdoor classroom is underused, for example to develop children's physical skills. Children are encouraged to take responsibility, for example by registering themselves on arrival. Occasionally, adults over direct children's activity, which restricts their gaining of independence.

The training which leaders provide for adults who work in the Early Years Foundation Stage is promoting their teaching skills well and this is helping to raise standards. Leaders are correctly working hard to fine-tune assessments to make planning more precise, so that children's progress is even better.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

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The very large majority of parents are supportive of the school. Many of them commented on how happy their children are at school and how well they are cared for. Several wrote about how well the school resolves their concerns. Some parents think that the school does not always manage poor behaviour effectively. During the inspection, behaviour and its management in class and around the school were good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Corvedale CoFE 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 26 completed questionnaires by the end of the on-site inspection. In total, there are 79 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	46	13	50	1	4	0	0
The school keeps my child safe	15	58	9	35	1	4	1	4
The school informs me about my child's progress	12	46	13	50	1	4	0	0
My child is making enough progress at this school	11	42	12	46	2	8	1	4
The teaching is good at this school	14	54	11	42	0	0	1	4
The school helps me to support my child's learning	13	50	10	38	1	4	1	4
The school helps my child to have a healthy lifestyle	13	50	12	46	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)	12	46	11	42	1	4	0	0
The school meets my child's particular needs	13	50	10	38	2	8	1	4
The school deals effectively with unacceptable behaviour	9	35	11	42	3	12	1	4
The school takes account of my suggestions and concerns	12	46	10	38	2	8	1	4
The school is led and managed effectively	9	35	12	46	2	8	1	4
Overall, I am happy with my child's experience at this school	13	50	10	38	1	4	2	8

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



30 September 2010

Dear Pupils

Inspection of Corvedale CofE Primary School, Craven Arms, SY7 9DH

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and having the opportunity to talk to some of you and to see you in lessons and at play. I especially enjoyed joining Reception children on their Forest School session. You are rightly proud of the school's happy atmosphere in which you all get on so well together. Corvedale CofE is a satisfactory school and it is improving. Here are some of the things we found out.

Your teachers ensure that you get off to a good start in Reception.

You told us you enjoy school and feel very safe and secure.

You try your best to eat a healthy diet and take plenty of exercise.

Your behaviour is good.

You are involved well in the school and wider community.

You have good relationships with your teachers and you try hard for them.

The curriculum provides you with exciting clubs and visits, which you enjoy.

Adults look after you very well and are always ready to help you.

The headteacher and staff are working hard to make the school better.

We have asked the school to do two things to help you do even better in your learning:

Help you to always make good progress by giving you more opportunities to choose activities, research and work out solutions to problems for yourselves.

Improve the progress of those older pupils that learn quickly by widening their vocabulary to help them write their ideas clearly in stories, poems and accounts.

All of you can help the school by continuing to try your best in lessons, behaving well and attending regularly. We wish you all the best in the future.

Yours sincerely

Gerald Griffin

Lead inspector

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