

Corrie Primary School

Inspection report

Unique Reference Number	106214
Local Authority	Tameside
Inspection number	367374
Inspection dates	21–22 June 2011
Reporting inspector	Geoffrey Yates

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 of pupils on the school roll	314
Appropriate authority	The governing body
Chair	Mrs Lynne Smith
Headteacher	Mrs N Cartledge
Date of previous school inspection	22 April 2008
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Introduction

This inspection was carried out by three additional inspectors. Seventeen lessons were observed, taught by ten teachers. The inspectors held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the tracking of pupils' progress, the school's monitoring, self-evaluation and planning for improvement and safeguarding. Inspectors considered the 186 questionnaires completed by parents and carers as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the school has taken steps to ensure that pupils' learning and progress is at least good, especially in mathematics.
- How well the Early Years Foundation Stage is planned and organised to meet children's needs.
- How well staff are using marking and other aspects of assessment.
- How effective the leadership team is in ensuring the school improves on previous best.
- Whether pupils' behaviour and other personal qualities are at least good.

Information about the school

This is an above average-sized primary school in which the proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils from minority ethnic groups is below average. The percentage of pupils with special educational needs and/or disabilities is above average. There has been a change of headship since the previous inspection. The school has gained many awards including the Healthy School status. There is on-site provision for children aged 0-4 years not managed by the school. This provision did not form part of this inspection but will receive an inspection by Ofsted.

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

This is a good school. Outstanding care, guidance and support ensure that pupils are cared for exceedingly well. The school has developed excellent partnerships with other professional organizations. Also outstanding is the pupils' contribution to the school and local community. Pupils' achievement is good and overall they make good gains in their learning and progress although there are fluctuations in pupils' progress in mathematics especially for the more-able pupils. This is because they do not apply their mental arithmetic skills well when asked to solve mathematical problems.

By the time pupils leave the school, standards of attainment are broadly average in English and mathematics. The learning needs of pupils with special educational needs and/or disabilities are met well and as a result they make good progress. All members of staff work effectively to ensure the school provides a place where children enjoy their learning. Pupils' behaviour is good and they demonstrate a good commitment to adopting healthy and safe lifestyles. The majority of parents are highly-supportive of the school.

Children make good progress in the Early Years Foundation Stage, from a starting point below that typical for their age, resulting from good teaching, good provision and good leadership. In the rest of the school the quality of teaching is good overall. In many lessons, pupils are totally involved in learning and are challenged to use their skills well. While no teaching is inadequate there is some variation in quality. For example, in some lessons the pace is slow and marking is not followed up to ensure that pupils act on the comments made to improve their work. There is a clear focus on developing skills of writing in literacy lessons but teachers do not always ensure that pupils use these skills well in other subjects. Nevertheless, the curriculum is good with a wide range of extra-curricular activities that add to pupils' enjoyment of learning.

The school is led and managed well. The headteacher and her leadership team have an extremely clear vision for the school with good support from the governing body. Their determination and planning to bring about improvement are good. The school improvement plan, based upon accurate self-evaluation, focuses on the right areas for improvement, and this has had a positive impact. For example, initiatives to improve pupils' scientific investigative skills and the work done to increase pupils' progress in developing writing skills in literacy lessons have been successful. Recent improvements made to the school's system for tracking pupils' progress have also had a good impact and ensure pupils make good progress. Based on these successes the school has a good capacity to improve.

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What does the school need to do to improve further?

- Ensure pupils, especially the more able, are given plenty of opportunities to use their mental arithmetic skills in solving challenging mathematical problems in order to raise standards in mathematics further.
- Raise the standard of teaching to be consistently good or better by ensuring all lessons move at a good pace and that marking is used effectively.
- Build on the improvements made in pupils' writing by providing pupils with more opportunities to use their writing skills in subjects across the curriculum.

Outcomes for individuals and groups of pupils

2

Pupils achieve well and make good progress. They rise to the challenges that their teachers set for them and enjoy learning. For example, in one Year 6 lesson, pupils worked on laptops using safe websites to improve their understanding of decimals. The lively atmosphere and intense concentration bore witness to pupils' enjoyment of learning. Younger pupils were keen to work together in constructing a toy bus. When the 'passengers' were offered tickets the driver pointed out that he did not need one as he was the driver! In all parts of the school pupils' positive attitudes to learning contribute well to their learning.

When they enter the Nursery, children's skills are below the expectations for their age and some have difficulties with early language. They make good progress in the Early Years Foundation Stage and by the end of Reception, their attainment is within the expected range. Progress is good in Key Stages 1 and 2. Reading is a strength and an increasing number of pupils is now working at the average level in writing or beyond. Progress in mathematics varies, especially for the more-able pupils largely because pupils are not given enough opportunities to apply their numeracy skills well. Teachers are working diligently to improve this aspect of mathematics. By the end of Year 6, attainment is average for the majority. The small numbers of pupils from minority ethnic groups make good progress and achieve well.

Pupils are thoughtful and polite. They make an excellent contribution to the school community. For example, school councillors ensure that pupils' views are represented in the decision-making process, and dinner-time cover by pupils in the two school offices is taken very seriously. Pupils' contribution to the local community is well regarded, especially through their band and choir performances. Pupils are keen to succeed and are soundly-prepared for their future education. Their good understanding of healthy lifestyles is demonstrated through participation in a wide range of sports and fitness activities. Pupils show good spiritual, moral and social awareness. They mix easily with others and there are very few disputes which they cannot resolve themselves. They show great respect to those they meet from different backgrounds.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
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	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Where teaching is good, accurate assessments of pupils' learning ensure a good pace in lessons with well-timed challenges that motivate pupils to do well. For example, in Year 6 pupils were challenged to describe the characters in the Wizard of Oz. They came up with some excellent descriptive vocabulary to enliven their writing. In good lessons teachers use their questioning skills effectively to check pupils' understanding and they quickly identify and correct any misconceptions. Good liaison between teaching and support staff keeps pupils with special educational needs and/or disabilities fully involved in lessons. Where teaching is less strong, marking is not used well, pupils sit for too long on the carpet and over-long explanations slow the pace of lessons.

The curriculum is of good quality. Pupils respond well to a wide range of activities to develop their academic and personal development. The range of extra-curricular activities is good, with strong music provision, which appeals to many pupils. A more creative approach to curricular planning is helping pupils to see the links between subjects. However, opportunities are missed to promote writing skills across the curriculum. More remains to be done to improve the curriculum for mathematics.

The vast majority of parents and carers think very highly of the caring and supportive ethos within the school. Good relationships between staff and pupils contribute greatly to pupils' progress and personal development. Pupils are happy at school, secure in the knowledge that adults always listen to them, keep them safe and tackle any concerns they

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may have. Highly-effective links with other schools and external agencies contribute effectively to pupils' progress and ease transition between different schools when pupils join the school and when they move on to secondary school. The school works hard to encourage good attendance but overall, attendance is average.

These are the grades for the quality of provision

The quality of teaching	2
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	1

How effective are leadership and management?

Good leadership and management by the headteacher and deputy headteacher has ensured a good sense of teamwork and embedded the drive for on-going improvement. Leaders and managers at all levels are given the responsibility to develop their areas. An accurate self-evaluation by the school results in well-formulated plans targeted to appropriate areas for development, for example in improving the teaching of writing and scientific skills.

The school's priorities are the right ones. An improved system for tracking pupils' progress is now in place that allows leaders to identify which pupils need extra support. The governing body discharges its statutory duties well and is effective. This is because governors are fully involved in decision-making and have a committee structure that serves the needs of the school. The governing body has ensured that safeguarding procedures and policies follow best practice, evident in all aspects of the school's work. For example, the school site covers a large area but good steps have been taken to ensure the three school buildings are very secure. The school has a strong commitment to inclusion and leaders and the governing body are active in tackling any form of discrimination. However, there is an inconsistency in the achievement of more-able pupils in mathematics so equal opportunity provision is judged to be satisfactory rather than good. Community cohesion is promoted well. The school has strong links within the local community but links further afield to develop pupils' understanding of cultures different from their own are in place but not as well-developed.

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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
The effectiveness of partnerships in promoting learning and well-being	1
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter school with skills and knowledge below those typical of children of this age. Under the very caring and nurturing ethos within both the Nursery and Reception classes, children settle quickly and become confident learners. This is a direct result of good-quality teaching both from teachers and support staff. For example, during the inspection, a story bag holding toy animals and other articles was used very well to ensure children were totally involved in the telling of a story.

Recent improvements in provision ensure that children achieve well. Children's outstanding behaviour and very good relationships with others are major features of their developing social skills. The quality of provision is good. Good use is increasingly being made of the two outside areas equipped with new resources, to promote learning. There are very good links with parents who support their children's learning well at home. Children's more formal learning is well-planned and purposeful and they have good opportunities to follow their interests by being asked what topics they would like to find out about. Self-chosen activities both inside and in the outside area are followed with great enthusiasm. For example, learning was clearly highly-relevant for a child wearing toy protective goggles busy using a toy saw to try and cut into an overturned toy car, which, in his imagination, contained someone trapped who needed rescuing.

The Early Years Foundation Stage, despite the limitation of being housed in two separate buildings, is led and managed well with a clear focus on children making good progress, being well cared for, and on close team work.

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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

A higher than average percentage of questionnaires were returned. Parents and carers hold mostly very positive views of the school. A very few parents and carers expressed concerns about different aspects of the school's work. Concerns raised were discussed by the inspection team, including some made by telephone, especially in relation to involving parents more in helping their children at home, pupils' progress and how the school deals with incidents of unacceptable behaviour. Parents or carers contacted during the inspection were satisfied with the inspectors' responses. Inspection judgements reflect the same positive views expressed by the vast majority parents and carers in their questionnaire.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Corrie 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 186 completed questionnaires by the end of the on-site inspection. In total, there are 314 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	105	56	75	40	6	3	0	0
The school keeps my child safe	108	58	74	40	2	1	1	1
My school informs me about my child's progress	78	42	99	53	9	5	0	0
My child is making enough progress at this school	75	40	100	54	11	6	0	0
The teaching is good at this school	81	44	98	53	3	2	0	0
The school helps me to support my child's learning	70	38	100	54	13	7	0	0
The school helps my child to have a healthy lifestyle	70	38	102	55	12	6	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)	66	35	109	59	4	2	0	0
The school meets my child's particular needs	67	36	112	60	6	3	1	1
The school deals effectively with unacceptable behaviour	54	29	105	56	19	10	3	2
The school takes account of my suggestions and concerns	41	22	117	63	16	9	3	2
The school is led and managed effectively	56	30	112	60	10	5	3	2
Overall, I am happy with my child's experience at this school	90	48	85	46	8	4	0	0

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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



23 June 2011

Dear Pupils

Inspection of Corrie Primary School, Manchester, M34 6FG

Thank you for your friendly and kind welcome that you gave us during the recent inspection of your school. It was a real pleasure to meet you and see you at work and play. We judge that your school provides you with a good standard of education, with some aspects even better. For example, the care, guidance and support your school provides are outstanding. This level of care helps you feel very safe and valued. Your behaviour is good and you all get on together really well. This helps make your school a happy place to be.

Your school is always looking for ways to make things better for you, so to help it do this, there are three things I am asking your school to do.

- Make sure that you are given more opportunities to use your mental arithmetic skills in working out the answers to challenging mathematical problems especially those of you who are usually good at mathematics.
- Make sure that all the teaching you receive is at least good with all teachers checking to see that you take notice of comments made when your books are marked. Also we want the teachers to make sure you do not lose interest in lessons by having to sit on the carpet too long.
- Build on the improvements you have made in developing your writing skills in

literacy lessons by providing you with more opportunities to use these skills well in subjects across the curriculum.

I know you will continue to work hard to play your part in making sure your school becomes even better. I wish you the very best for the future.

Yours sincerely,

Geoffrey Yates

Lead Inspector

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