

# Corringham Primary School

Herd Lane, Corringham, Stanford-le-Hope, SS17 9BH

**Inspection dates** 9–10 July 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected as an academy	
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management	Good		2
Behaviour and safety of pupils	Good		2
Quality of teaching	Requires improvement		3
Achievement of pupils	Requires improvement		3
Early years provision	Good		2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' attainment and progress are improving but pupils do not make consistently good progress in all classes, particularly in Years 3 to 6.
- In 2014, Year 6 disadvantaged pupils supported by additional funding achieved less well than their classmates.
- Attainment by the end of Year 6 in 2014 was broadly average in reading, writing and mathematics but these outcomes were adversely affected by slow progress in the past.
- Teaching is not strong enough to promote consistently good progress for pupils in all classes, particularly in Years 3 to 6.
- At times, the purpose of the lesson is not clear enough and so not all pupils fully understand what they are expected to learn.
- Teachers do not always set work at the right level of difficulty. It is sometimes too hard for some pupils and too easy for others.
- Learning support assistants are not fully contributing to pupils' learning.
- The care and pride pupils take in their handwriting and presentation varies.
- Pupils are not consistently applying their numeracy skills in mathematics to solve problems and applying their writing skills to write good quality extended pieces in a range of subjects.

### The school has the following strengths

- The headteacher and the Trust show ambition and determination to improve the school.
- The headteacher, the Trust and other key leaders are making important changes to strengthen teaching in order to raise pupils' achievement. Pupils are now making faster progress.
- The school has a warm and welcoming atmosphere. Pupils' spiritual, moral, social and cultural development is promoted well. Pupils demonstrate compassion, courage, honesty, responsibility and respect for others. They are well prepared for life in the wider community.
- Pupils have positive attitudes to learning. They relate well to others and their behaviour is good in lessons and around the school.
- Procedures to ensure that pupils are safe are outstanding. Pupils feel very safe and very well looked after by the adults.
- Pupils make good progress in Years 1 and 2 and attainment is above average by the end of Year 2.
- Children in Reception classes make a good start to their education and make good progress in the areas of learning.

## Information about this inspection

- The inspectors observed learning in all classes. Some lessons were seen jointly with the headteacher or the deputy headteacher.
- Inspectors scrutinised pupils' work and analysed the school's information about their attainment and progress.
- Inspectors met with the headteacher, other staff, pupils, governors, and representatives from The Stanford and Corringham Schools Trust.
- Inspectors took account of the 90 responses to the online survey, Parent View.
- Inspectors took account of 41 responses to a questionnaire from staff.
- A range of documents was examined, including school policies, safeguarding procedures and the school's self-evaluation and improvement planning.

## Inspection team

Derek Watts, Lead inspector

Additional Inspector

Neil Spencelayh

Additional Inspector

Helen Johns

Additional Inspector

## Full report

### Information about this school

- This is a much larger than average-sized primary school.
- Most of the pupils are White British.
- The proportion of disabled pupils and those who have special educational needs is average.
- There is specialist provision for 20 pupils with speech and language difficulties for the 4 to 11 age range. These pupils are fully integrated into the mainstream classes and receive specialist support when required.
- An average proportion of pupils are eligible for the pupil premium. The pupil premium is additional funding for looked-after children and those known to be eligible for free school meals.
- The school met the government's floor standards in 2014, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school became an academy on 1 October 2013 and joined the Stanford and Corringham Trust. The school prefers to be known as Corringham Primary School rather than Corringham Primary Academy and so the former is used in the report.
- The school had an interim headteacher until the current headteacher took up the post in March 2014.

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

- Improve teaching, particularly in Years 3 to 6, so that attainment rises and pupils make good or better progress by the end of Year 6 by:
  - making sure that all lessons have a clear focus so that all pupils know what they are expected to learn
  - ensuring that the work set is at the right level of difficulty for pupils so that is not too easy for the most-able pupils or too difficult for the others
  - making sure that in all lessons, learning support assistants contribute fully to pupils' learning
  - ensuring that pupils in all classes have opportunities to apply their writing skills and produce extended pieces of writing with detail and depth
  - making sure that pupils have good opportunities to apply their knowledge and skills to solve mathematical problems
  - taking steps to improve pupils' handwriting and presentation.

## Inspection judgements

### The leadership and management are good

- The headteacher, the Trust, other leaders and staff are making important changes to improve the school. As a result, teaching is improving and pupils are making faster progress.
- The headteacher and the Trust show ambition and determination to improve the quality of education provided at Corringham. The headteacher conveys high expectations to pupils and staff. Senior leaders, subject leaders, staff and governors share these aspirations.
- Through systematic checking, leaders have a clear overview of the school's strengths and the areas in need of improvement. Decisive action has been taken to bring about improvements. For example, attainment has risen by the end of Years 2 and 6. Children are now making good progress in the early years.
- Leaders and managers place considerable emphasis on improving the quality of teaching. Inadequate teaching from when the academy opened has been eradicated. Senior leaders and external consultants regularly check teaching. Teachers receive clear feedback to help them improve their classroom practice and skills. Effective coaching, support and the opportunity to observe teaching in other schools contribute to better teaching. However, senior leaders recognise that teaching is not yet consistently good in all classes.
- There are effective arrangements for managing teachers' performance. These help to improve teaching because targets to develop teachers' practice and skills are closely linked to pupils' progress.
- The leadership of different subjects is much improved and is effective. The leaders of English, mathematics, special needs, the speech and language provision and the early years all carefully check pupils' progress and take positive action to improve their area of responsibility.
- All leaders and staff ensure that pupils are well behaved and safe. Safeguarding arrangements are highly effective. They are robust and meet statutory requirements.
- The headteacher and staff have created a welcoming and positive school atmosphere where pupils can learn and flourish. Pupils' spiritual, moral, social and cultural development is promoted successfully. The school's core values, such as compassion, courage, honesty, responsibility and respect are successfully fostered throughout the school. Pupils show an appreciation and a clear understanding of different cultures and faiths. They are well prepared for life in modern Britain.
- The school provides a broad and balanced range of subjects. Leaders have introduced a range of literacy and numeracy support programmes to help fill the gaps in pupils' learning. Opportunities for pupils to apply their literacy and numeracy skills in a range of subjects are less well developed. There is a good range of additional activities such as clubs, educational visits and sport to enrich pupils' learning.
- All pupils have full and equal access to the range of activities provided. The pupils from the speech and language provision are well integrated into the main classes and have full access to the learning activities on offer. The school promotes equality of opportunity well, fosters good relations and effectively tackles all forms of discrimination.
- The use of the pupil premium and the way teachers assesses the needs of disadvantaged pupils have improved. Support for disadvantaged pupils is now well planned and increasingly effective in reading, writing and mathematics. As a result, pupils are making faster progress.
- The primary school physical education and sport premium is used effectively to promote pupils' physical development and to extend their sporting opportunities. Specialist coaches are employed to provide good quality teaching for pupils and training for staff. Pupils participate well in the sporting activities provided.

- Most parents hold positive views about the school. They recognise the improvements being made and are especially pleased about how happy their children are at school and how safe they are. A few parents stated that their children are not making good progress and this viewpoint reflects the findings of the inspection.
- The Stanford and Corringham Schools Trust provide effective advice, resourcing and support to the school. A range of external consultants have provided leaders and governors with a clear overview of how the school is performing.
- **The governance of the school:**
  - The governing body has high aspirations for the school.
  - Governors have clear understanding of pupils' attainment and progress. They recognise the improvements that have been made since the school became an academy and provide suitable challenge to leaders about pupils' achievement. The governing body has a clear understanding of the quality of teaching and how it is improving because of the action taken by leaders.
  - Governors ensure that the management of teachers' performance is rigorous. They check that teachers' salary increases are linked to their pupils making good or better progress. They check that effective action is taken to improve teaching that is less than good.
  - Governors make sure that additional funding for disadvantaged pupils is used effectively and question the impact of spending on pupils' achievement.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. Pupils display positive attitudes to learning and respond well to their teachers. They are keen to participate in the range of activities provided.
- Pupils behave well in the classroom and around the school. The school's clear records of incidents show that behaviour is typically good. Pupils with speech and language difficulties are well behaved.
- Occasionally in lessons, a few pupils can be less positive in their attitudes to learning when the work is not set at the right level of challenge. Some pupils do not take sufficient care with and pride in their written work.
- Throughout the school, pupils are courteous, friendly and helpful, and show consideration for others. They demonstrate the values being fostered by the school including compassion, honesty, respect and responsibility. Pupils are developing an appreciation and a good understanding of different cultures and religions.
- The school works effectively to promote good attendance. Attendance levels are close to the national average.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. As soon as the school became an academy, the Trust took effective and prompt action to tackle important safeguarding issues. The headteacher, the Trust and members of staff take all possible measures to ensure that all pupils, particularly those who are vulnerable, are well cared for, safe and protected.
- Almost all the parents who completed the online survey, Parent View, stated that their children are happy at school, feel safe and are well looked after. These positive views confirm the findings of the inspection.
- Pupils say that they are very safe at school and feel extremely well looked after by the adults. They demonstrate how to keep themselves safe at school, at home and on the roads. They show a very clear understanding of internet and e-safety when using computers.
- Discussions with pupils and the school's records of incidents indicate that there is very little bullying in the

school. Pupils show a very clear understanding of bullying and the different forms it might take, including persistent name-calling and cyber bullying. Pupils reported to inspectors that should any bullying occur, it would be very quickly dealt with by staff.

- All members of staff have had recent training in safeguarding and child protection. Appropriate first aid qualifications are held by members of staff. Regular and robust risk assessments are undertaken by staff to ensure that pupils are safe. The school's accommodation and site are safe and secure. The school and the Trust take its responsibilities for the safer recruitment of staff seriously. There are rigorous security checks on all staff prior to their appointment.

### The quality of teaching

### requires improvement

- The quality of teaching is improving because of the actions taken by leaders. Inadequate teaching of the past has been eradicated. Leaders have raised teachers' expectations of what pupils can achieve. However, there are still weaknesses to be overcome before teaching and pupils' progress are consistently good in all classes, especially in Years 3 to 6.
- On occasions, the purpose of the lesson is not effectively shared with the class and so pupils are not entirely sure what they are expected to learn.
- At times, the work is not set at the right level of difficulty for pupils. All groups of pupils are sometimes tackling the same activity. It can be too easy for some, particularly those who are the most able, and too difficult for others. When this happens, pupils do not make as much progress as they should. Teachers are not always modifying tasks sufficiently so that they are well suited to the needs of different groups of pupils.
- The school has a good number of learning support assistants. However, these are not always effectively deployed and when this happens, they do not make a full contribution to pupils' learning.
- Teachers establish good relationships with the pupils and manage them well. In most classes, teachers provide clear instructions and explanations to promote pupils' learning. Where learning is effective, teachers use questioning well to challenge pupils' thinking and to check that they have understood the work.
- The marking of pupils' work has improved. Most teachers identify good work and provide helpful pointers to guide improvement. As a result, pupils know how well they are doing and know what they need to do to improve their work.
- The teaching of phonics (letters and the sounds they represent) has been strengthened and pupils are making good progress in acquiring early reading skills in Years 1 and 2.
- Teachers pay appropriate attention to developing pupil's skills in grammar, punctuation and spelling. Pupils make good progress in writing when teachers provide clear guidance and demonstration on writing techniques. The promotion of good handwriting and good presentation skills is not consistent in all classes. Not all pupils have enough opportunities to apply their writing skills and to produce quality extended pieces, particularly in subjects other than English.
- The teaching of mathematics is improving but is not yet good. In most classes, pupils are taught calculation skills and mathematical methods effectively. Pupils benefit from teachers' clear demonstrations and explanations. However, in a number of classes, pupils are not given enough opportunities to apply their knowledge and skills to solve challenging and relevant mathematical problems.

### The achievement of pupils

### requires improvement

- When the school became an academy, pupils' attainment was below average by the end of Year 2 and Year 6. Pupils are making faster progress and attainment has risen. However, achievement requires improvement because pupils do not make consistently good progress in all classes, particularly in Years 3 to 6.

- By the end of Year 6 in 2014, pupils' attainment was broadly average in reading, writing and mathematics. Attainment in the current Year 6 is on course to be average in reading, writing and mathematics. In these two year groups, attainment has been adversely affected by a lack of progress in the past.
- Pupils' ability to apply and use their mathematical knowledge and skills to solve problems is not fully developed in all classes. Similarly, not all pupils are using their writing skills to produce high quality extended pieces of writing, especially in subjects other than English.
- In 2014, Year 6 disadvantaged pupils supported by additional funding attained similar standards to the others in reading. However, these pupils were about a year behind their classmates in mathematics and about eight months behind in writing. When compared to other pupils' nationally, the gaps in attainment were larger. Disadvantaged pupils at Corringham were about 15 months behind in mathematics, about 12 months behind in writing and three months behind in reading.
- The school has taken positive action to tackle this situation. With improved teaching and a range of well-focused support, disadvantaged pupils are now making faster progress and gaps in attainment are closing.
- The headteacher, other leaders and staff are taking effective steps to raise pupils' achievement. The school's assessments, pupils' work and learning in lessons show that pupils are making faster progress. However, this improved progress is not consistently good in all classes.
- The achievement of the most-able pupils is steadily improving. In 2014, the proportion of Year 2 pupils attaining the higher levels was above average in reading and average in writing and mathematics. By the end of Year 6 in 2014, an average proportion of pupils attained the higher levels in reading and mathematics but the proportion attaining the higher levels in writing was below average. There are times in lessons where learning activities are not sufficiently demanding to extend the most able.
- The progress of disabled pupils and those who have special educational needs is improving because of stronger teaching. Increasingly, pupils receive well-focused and specific support that meets their needs. Most pupils with speech and language difficulties are making good progress.
- The proportion of pupils that reached the required standard in the Year 1 phonics screening check was above average in 2014. Recent assessments show that pupils in the current Year 1 are making good progress and standards are on course to be above average again.
- In writing, effective action has been taken to strengthen pupils' grammar, punctuation and spelling. Pupils' handwriting and presentation is not well developed in all classes. While there are good examples of pupils applying their writing skills in a range of subjects, this is not consistent across the school.
- Pupils' progress in mathematics is improving. Most pupils show a clear knowledge and understanding of how to make calculations and carry out mathematical operations. In some classes, pupils apply their numeracy skills well in investigation and in problem-solving activities. However, in other classes, pupils' problem-solving skills are not sufficiently well developed.
- Pupils in Year 1 and 2 are making good progress. In 2014, attainment by the end of Year 2 was above average in reading and writing and average in mathematics. The current Year 2 are on target to attain above average standards in reading, writing and mathematics.

### **The early years provision**

**is good**

- Strong leadership and management have brought about good improvements to the early years. There are effective systems for checking and recording children's attainment and progress. This information is used well to plan teaching and interesting learning activities. Detailed learning journeys provide a clear record of children's achievements and experiences.
- Children enter the Reception classes with knowledge, understanding and skills typical for their age. The quality of teaching is good and enables different groups of children, including those from the speech and

language unit, to make good progress in all areas of learning. In 2014, the proportion of children who achieved a good level of development was above average. Boys and girls performed equally well. Children are on course to achieve similar outcomes this year.

- The development of children’s language is given good attention. Adults use prompts and questioning well to help children make good progress in speaking and listening. Children enjoy books and make good gains in reading because of the effective guidance provided by adults. They show a secure understanding of phonics. Children also make good progress in early writing skills. They are forming their letters correctly and are beginning to write imaginative sentences. For example, they wrote interesting menus for *The hungry caterpillar* and important facts about Wales.
- In mathematics, children acquire and apply mathematical vocabulary well. While learning outside they used positional language accurately, such as ‘up’, ‘down’, ‘through’, ‘over’ and ‘in between’ to describe their actions and movements. In painting colourful butterflies they showed a clear understanding of symmetry.
- The adults in the setting establish positive relationships with the children and ensure that they are very safe and well cared for. Children learn and play well together, share learning resources and take turns. Good behaviour and strong relationships contribute well to their learning. Children are well prepared for Year 1.
- Leaders and staff are aware that the outdoor learning is a less strong aspect of the provision and there are well-thought-out plans for improvement.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	140013
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	450197

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>	Academy sponsor-led
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	426
<b>Appropriate authority</b>	The Stanford and Corringham Schools Trust.
<b>Chair</b>	Tony Eatherton
<b>Headteacher</b>	Lorna Hamilton
<b>Date of previous school inspection</b>	Not previously inspected as an academy
<b>Telephone number</b>	01375 672157
<b>Fax number</b>	Not applicable
<b>Email address</b>	lhamilton@corringtonprimary.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone [0300 123 4234](tel:03001234234), or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and *inspects* to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone [0300 123 4234](tel:03001234234), or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: [0300 123 4234](tel:03001234234)  
Textphone: [0161 618 8524](tel:01616188524)  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

