

Corsham Primary School

Pound Pill, Corsham, Wiltshire, SN13 9YW

Inspection dates

27–28 June 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils achieve very well during their time in this school. They start in the Early Years Foundation Stage with skills that are below those normally found at that age and often well below in literacy and numeracy skills. They end Year 6 with attainment in English and mathematics that is at least average and often above average. This represents outstanding progress from their starting points.
- Teaching is outstanding with teachers ensuring a rich and varied curriculum that meets the needs of all pupils very well.
- Marking gives pupils clear guidance on how to improve their work.
- Pupils are set clear targets and know what they need to do to achieve them.
- The school is a friendly learning community where pupils behave extremely well. They are very polite and courteous, showing great respect for each other and for adults. Pupils feel very safe in the school and have a strong understanding of how to keep themselves safe.
- The provision for pupils' spiritual, moral, social and cultural development is excellent and is often built into subjects such as English.
- Leaders and managers have a very good understanding of the school's strengths and areas for development. They use this information extremely well in a school development and improvement plan that sets out clearly the school's priorities and the necessary actions to achieve these.
- The governing body and trustees exercise strong oversight of all aspects of the school's work and set a very clear strategic direction for its growth and improvement.
- The care taken to support pupils who circumstances make them vulnerable is excellent. This is particularly important for the above average proportion of pupils who join the school other than at the normal time.
- The large proportion of pupils with special educational needs, especially those in the Brook Centre for pupils with speech, language and communication difficulties, make outstanding progress in their learning.
- The quality of teaching and learning is monitored very rigorously and the information gained used very effectively to identify training needs for staff. High quality support is then provided to teachers to enable them to improve.

Information about this inspection

- Inspectors observed 23 teachers during visits to 35 lessons or parts of lessons, some in partnership with the executive headteacher or the heads of school and other senior members of staff.
- Meetings were held with groups of pupils, members of the governing body and staff and a discussion was held with the school's education consultant.
- Inspectors observed the school's work, looked at the school's own self-evaluation and the strategic plan for raising achievement and evaluated samples of pupils' work alongside senior staff.
- Other documents looked at included: curriculum planning, documents relating to attendance, safeguarding and child protection, records of pupils' attainment and progress, records of behaviour, records relating to the monitoring of teaching and minutes of the governing body.
- Inspectors took account of the 93 responses to the online questionnaire (Parent View), spoke to some parents and carers at the start of the school day and analysed questionnaires received from 66 staff.

Inspection team

Stephen Lake, Lead inspector	Additional Inspector
Davinder Dosanjh	Additional Inspector
Alan Jones	Additional Inspector
Tony Instone	Additional Inspector
Colin Lee	Additional Inspector

Full report

Information about this school

- This school is much larger than average. It is made up of two former schools and occupies two sites about two miles apart with about two thirds of pupils being educated on the Pound Pill site. Extensive building work and extensions have recently taken place on the Pound Pill site with some aspects of the school back in use for the first time in several months the day before the inspection.
- The school has a Board of Trustees and Board of Governors with some governors undertaking both roles.
- Corsham Primary School converted to become an academy school on 1st April 2011. When its predecessor school, Corsham Primary School was last inspected by Ofsted, it was judged to be outstanding.
- Almost all pupils are of White British origin. Very few have English as an additional language. The school has between one and two per cent of pupils from families of Traveller background. This is above average for this particular group.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is above average. The proportion who are supported at school action plus or who have statements of special educational needs is well above average. The school houses a local authority special needs unit, known as the Brook centre, for pupils with speech language and communication problems.
- The proportion of pupils eligible for the pupil premium (which is funding to support children in local authority care, children of service families and those known to be eligible for free school meals) is above the national average.
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club on both sites, three days a week at the Pound Pill site and every day at the Broadwood site.

What does the school need to do to improve further?

- Increase the proportion of pupils attaining the higher Level 3 at the end of Year 2 by ensuring that all lessons contain challenging tasks suitable for pupils capable of working at this level.

Inspection judgements

The achievement of pupils

is outstanding

- Children start in the Early Years Foundation Stage with skills that are below those normally found. Many have not had access to pre-school settings and their communication and language skills and their mathematical skills are often well below those normally found at this age. They make outstanding progress and start Year 1 well prepared for learning, although their low starting points mean that their attainment at this point is broadly in line with what is expected at that age.
- During Years 1 and 2 a larger than average proportion of pupils leave or join the school. The good reputation of the school for working with pupils with disabilities or special educational needs mean that many of those joining often have significant additional needs. The excellent care that they receive ensures that their learning accelerates significantly.
- In 2011-2012 almost a third of the school population changed before the end of Year 2, with many new arrivals having low starting points. As a result, attainment at age seven remained broadly average. This is largely because not enough pupils attain the higher Level 3.
- The results of the 2012 assessment of phonics skills for pupils in Year 1 were average. Again these were affected by the high proportion of pupils with additional needs. Provisional results from the 2013 phonics checks show a considerable improvement. Pupils learn to read rapidly once they join this school and attainment in reading is above average by the time they leave school. This represents excellent progress from their very low starting points.
- Achievement by the end of Year 6 is outstanding. Pupils leave the school with above average attainment in English and mathematics with those who have been at the school continuously attaining particularly well.
- In a Year 6 mathematics lesson pupils made outstanding progress searching for the rule to set up a pattern. They explored number sequences and identified the next numbers swiftly as a result of very well focussed teaching that set challenging tasks matched very closely to the needs of the pupils.
- Pupils with special education needs in the Brook Centre are integrated into the school for many lessons but receive considerable additional support and small group teaching which enables them to make outstanding progress against their previously very low attainment. For example, in a lesson covering pupils from Year 1 to Year 6 outstanding progress was made as pupils compared two stories and then wrote their own versions of one of them using text, symbols and pictures as well as text.
- Pupils with disabilities and/or special educational needs thrive in this school and make outstanding progress from previously extremely low starting points. As a result of this excellent support the gap between their attainment and that of other pupils is beginning to close.
- The very small group of pupils from Traveller families and the very small group with English as an additional language make similar progress to all pupils.
- The attainment in English and mathematics of those pupils entitled to support from pupil premium funding includes many of the pupils referred to above. In the 2012 national assessments they attained National Curriculum levels that were about half a level lower than other pupils. This gap is closing rapidly and current data shows that this group are working at similar levels to other pupils.
- Pupils achieve well in many subjects including information and communication technology.

The quality of teaching

is outstanding

- The vast majority of parents and carers who responded to Parent view were very positive about the quality of teaching. Pupils, staff and governors also expressed similar views. Inspection evidence supports these views and indicates that the quality of teaching is outstanding.
- Teachers work together very closely in year groups to ensure that all pupils in a particular year

group across both sites receive the same curriculum. This continuity is important to the school's success in ensuring equality of opportunity across the school and avoiding discrimination.

- Clear targets for improvement are set for all pupils and tasks planned in lessons support pupils in achieving these targets.
- In almost all lessons, teachers have high expectations of what pupils can achieve. A high focus is placed upon assessing pupils' progress and setting challenging tasks matched closely to their prior learning. Nevertheless, there is a little inconsistency and in a few lessons, especially in Years 1 and 2, the most able pupils are not always given tasks that really challenge them and extend their learning.
- Disabled pupils and those with special educational needs receive very good support that keeps them engaged in learning and making similar progress to all pupils.
- Books are marked regularly and frequently, with good guidance to pupils on how to improve their work. Pupils like the targets in their books and clearly understand how well they are achieving them. Regular homework enables parents and carers to support learning at home.
- The very well-planned curriculum is taught effectively and makes a particularly strong contribution to pupils' spiritual, moral, social and cultural development with links across subjects. For example, in a stimulating music lesson in Year 4, pupils made outstanding progress composing and performing their versions of Aztec music using drums and beaters. They also thought about the people who would have been playing this, the context of Aztec sacrifice and how the music would make them feel. The lesson made an outstanding contribution to pupils' spiritual, moral and social development as they discussed the feelings and moral issues involved.
- In several similar Year 5 English lessons pupils made outstanding progress in both literacy and in their spiritual, moral, social and cultural development as they explored the moral messages conveyed through characterisation in an Indian folk tale.

The behaviour and safety of pupils are outstanding

- Almost all parents and carers who responded to Parent View feel their children are safe and along with staff and governors feel that behaviour is outstanding. Pupils say that behaviour is usually very good and it is rare for any disruption to lessons to occur. They are very positive about the way the school looks after them and helps them feel and learn how to stay safe.
- Pupils say that bullying is quite rare. They have a strong understanding of the different types of bullying including cyber bullying and that related to discrimination on which to base their views. Pupils trust adults to support and deal with any bullying that that might occur. They say the older pupils also help sort out minor disputes very well.
- On both sites the school has a calm and harmonious atmosphere. Pupils are very friendly and this creates an orderly learning community. They are polite and courteous towards each other and adults. Pupils have consistently positive attitudes to learning and work together extremely confidently in pairs or small groups.
- Teachers have very high expectations of how pupils should behave and use consistent strategies for managing behaviour that are based securely upon praise. This ensures the small group of pupils whose behaviour may otherwise be challenging are supported well and managed very effectively to avoid any disruption to learning.
- Attendance is broadly average. Most pupils have very good attendance, but the school has slightly more pupils than average with below-average attendance. The school monitors attendance carefully and works very hard to ensure that those pupils whose circumstances make them vulnerable attend school regularly. This includes working very closely with the parents of these pupils. The breakfast clubs make a significant contribution to punctuality and to attendance of some pupils.

The leadership and management are outstanding

- The whole staff across both sites shares with the senior leaders a common vision and a strong ambition to improve the school even further. All are committed to driving up standards and are enthusiastic about the opportunities that the new buildings will provide.
- The large majority of parents and carers who responded to Parent View agree that the school is led and managed well.
- The senior leaders enable effective professional development of teachers that is linked closely to performance management. Leaders at all levels praise the way they are enabled to develop their leadership skills.. They play an important part supporting senior leaders well in monitoring and improving the quality of teaching and learning.
- The very well-planned curriculum makes excellent links between areas of learning and makes subjects meaningful for pupils.
- The school looks after pupils very well and procedures for child protection and safeguarding are robust and meet requirements. Training in safeguarding and child protection is up to date for staff and governors.
- Leaders and managers, including the governing body, have a wealth of data on the school's performance. This enables them to check on the performance of the school and on the performance of different groups. They have identified that the easy access to information from this data could be improved through the use of a more detailed system for analysing data that meets the complex needs of the school and are investigating the best options to address this.
- Areas for development are clearly identified and the school development plan sets out well how these will be addressed. The steady improvement in attainment over the last few years together with maintenance of high quality of teaching and learning and very effective leadership and management indicate a strong capacity to improve further.
- **The governance of the school:**
 - Although governance of the school is split between Trustees and Governors many governors fulfil both roles which ensures a clear vision for the school. They plan the budget carefully to fund this vision. As a result the Pound Pill site has been extensively re-modelled recently and extended to provide high quality accommodation that meets the complex needs of the pupils. The governing body checks rigorously upon the impact of all spending decisions including those relating to how teachers are rewarded for good performance. They check upon the performance of the school through analysis of national assessments and school assessments of pupils' performance to obtain a clear view on school performance. As a result governors have a good understanding of where improvement is required. The information on school performance is linked closely to the performance management of the executive headteacher and the two heads of school. Regular checks are made on how the school monitors the quality of teaching and learning, addresses any underperformance and raises the quality of teaching. Governors make good use of the training offered by the local authority and independent providers to improve their skills.

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

Unique reference number	136630
Local authority	Wiltshire
Inspection number	413472

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

Type of school	Academy converter
School category	Non-maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	612
Appropriate authority	The governing body
Chair	Elsbeth Griffiths
Headteacher	Fiona Allen
Date of previous school inspection	Not previously inspected
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