

Corby Primary Academy

Butland Road, Corby, NN18 8QA

Inspection dates 2–3 July 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Good	2

Summary of key findings for parents and pupils

This is an outstanding school.

- This new and growing academy has got off to an extremely good start because of outstanding leadership from the Principal and executive principal, and strong support from the Trust.
- Senior leaders, subject leaders and all members of staff work as a team to ensure that teaching is of a high quality and that pupils achieve as well as they can.
- The Trust provides effective governance and strong professional and financial support. The Trust has a good understanding of the academy's performance and holds leaders to close account.
- Pupils show enthusiasm and a thirst for learning. Their outstanding behaviour supports their learning very well.
- Procedures to ensure that pupils are safe are outstanding. As a result, pupils feel safe and very well looked after by adults.
- Pupils are caring, courteous, friendly and kind. They show consideration and respect for others. They are well prepared for life in modern Britain.
- Teaching promotes rapid progress. Teachers successfully engage pupils with clear explanations and skilful questioning.
- Teachers expect pupils to achieve their very best. This occasionally makes them give too much direction when pupils are researching and presenting topic work.
- Children in the Reception classes have a good start and make good progress in all areas of learning. Leaders are working effectively to close the gap between the attainment of the boys and that of the girls.
- All groups of pupils make rapid progress in Years 1, 2 and 3 in reading, writing and mathematics.
- By the end of Year 3, pupils are attaining standards above those expected for their age.

Information about this inspection

- The inspectors observed learning in all classes. Some lessons were seen jointly with the Principal.
- Inspectors scrutinised pupils’ work and analysed the academy’s information about their attainment and progress.
- Inspectors met with the executive principal, the Principal, other members of staff, pupils and a representative from the Greenwood Dale Foundation Trust.
- The inspectors took account of the 43 responses to the Ofsted online survey (Parent View) and took account of the academy’s own survey in November 2014, where there were 70 returns.
- Inspectors took account of 29 responses to a questionnaire for 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

Timothy Hughes

Additional Inspector

Full report

Information about this school

- Corby Primary is a new academy that opened in September 2013. It is part of Greenwood Dale Foundation Trust Academies.
- The academy currently has pupils from Reception to Year 3. Eventually, there will also be pupils in Years 4, 5 and 6.
- About half of the pupils are White British. Other pupils come from a range of ethnic heritages with any other White background and African being the next largest groups.
- An above average proportion of pupils speak English as an additional language. About a fifth of children join Reception speaking little or no English. Similar proportions at a low level of English acquisition have joined the other year groups.
- The proportion of disabled pupils and those who have special educational needs is below average.
- A below 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.
- Children in the Reception classes attend full time.

What does the school need to do to improve further?

- Build on the current work to close the gaps between the attainment of boys and girls in the early years.
- Provide more opportunities for pupils to show initiative in deciding how to collect information and present it in topic work.

Inspection judgements

The leadership and management are outstanding

- The Principal and executive principal convey ambition and high expectations for the new academy. Senior leaders, subject leaders and members of staff work very well together to ensure that pupils receive high quality teaching so that they can achieve as well as they can.
- As a result of highly effective leadership, teaching is outstanding and pupils are making rapid gains in reading, writing and mathematics. Leaders and members of staff have established high quality relationships with pupils and ensure that they are extremely well behaved.
- Safeguarding and child protection arrangements in the school are highly effective, robust and meet all statutory requirements. Pupils are very safe at school and extremely well looked after.
- Pupils' spiritual, moral, social and cultural development is promoted very well. The Principal, executive principal and members of staff have created a welcoming and positive ethos where pupils can learn and thrive. The academy successfully fosters the qualities and values such as care, democracy, kindness, tolerance and respect for others. Pupils are well prepared for their next school and for life in modern Britain.
- Senior leaders and subject leaders have a clear overview of the academy's strengths and areas in need of improvement. They have taken decisive action to bring about improvements. For example, the emphasis on developing pupils' speaking and listening skills has had a positive impact on their reading and writing as well as on their language skills.
- The leadership of English, mathematics, inclusion and special educational needs is highly effective. The leadership of the early years ensures that the children are well provided for and that effective steps are being taken to close the gap in attainment between boys and girls. Leaders check pupils' progress regularly and take effective action to bring about improvements where needed.
- The development of teaching is a key factor in the academy's success. The academy's selection process has resulted in strong teachers being appointed. Senior leaders and other leaders check the quality of teaching on a regular basis. There are effective arrangements for managing teachers' performance. These contribute to the improvement of teaching because targets to improve teachers' practice and skills are closely linked to pupils' progress.
- A broad and interesting range of subjects is provided which promotes rapid achievement for pupils and contributes very well to their personal development. Provision for speaking and listening, reading, writing and mathematics is strong. A wide range of additional clubs and educational visits enriches pupils' learning. Leaders and members of staff are making good progress in implementing new assessment arrangements.
- The academy makes good use of the pupil premium funding. Pupils at risk of falling behind are quickly identified and well-targeted support is provided to improve their progress, particularly in language, literacy and numeracy. This group of pupils are making rapid progress.
- Leaders make effective use of the primary sports grant to develop pupils' physical and sporting skills. For example, the academy employs specialist coaches to improve sporting opportunities for the pupils and to provide training to improve teachers' physical education skills. Pupils participate well in the sports opportunities provided.
- The academy promotes equality of opportunity well. All pupils have full access to the learning activities on offer. All forms of discrimination are successfully tackled.
- The Greenwood Dale Foundation Trust provides very effective professional advice, support and administrative and financial guidance to the academy.

- The new academy has built a good partnership with its parents. Parents hold very positive views about the academy and are rightly pleased with the care and education provided for their children. They are especially pleased with their children's happiness at school, their safety and how well the academy is led and managed.
- **The governance of the school:**
 - The Trust provides highly effective governance.
 - The Trust has ambition and high expectations for the academy. It has total confidence in the leadership of the academy.
 - Members of the Trust have a very clear understanding of pupils' attainment and progress.
 - They also have an effective overview of the quality of teaching and its impact on pupils' progress.
 - The Trust ensures that there are robust arrangements for the management of teachers' performance, for tackling any underperformance and ensure that teachers' salary increases are linked to their pupils making good or better progress.
 - The Trust ensures that additional funding for disadvantaged pupils is used effectively and questions the impact of spending on pupils' achievement.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- Pupils show an enthusiasm and a thirst for learning. They participate very well in the wide range of learning activities provided. Pupils told the inspectors, 'We work hard and learning is fun,' and, 'We are learning more and more.'
- Pupils respond extremely well to their teachers in lessons. They are attentive, cooperative and eager to answer questions and express their ideas. Throughout the academy, pupils take considerable care and pride in their presentation of work.
- Behaviour is frequently exemplary in lessons, in assembly and around the academy. Records of incidents indicate that behaviour has been of a high standard over time.
- Pupils are proud to be members of the academy. They are courteous, friendly, helpful and kind, and show consideration and respect for others. They talk about the importance of sharing and listening to others. Pupils show a very good understanding of why we have rules and laws. Through their studies, they are developing an appreciation and a good understanding of different cultures and faiths.
- Pupils thoroughly enjoy their time at school. Attendance levels have steadily improved since the academy opened and are now above average.

Safety

- The academy's work to keep pupils safe and secure is outstanding.
- The Principal, executive principal, the Trust and members of staff take effective steps to ensure that all pupils are well cared for, safe and protected.
- Almost all the parents who completed Parent View and the academy's own survey stated that their children are happy at the academy, feel safe and are well looked after. These positive views confirm the findings of the inspection.
- The pupils told the inspectors that they were safe at the academy and are very well looked after by the adults. Pupils understand how to keep themselves safe at the academy, at home and on the roads. They show a good understanding of internet and e-safety when using computers.

- All members of staff have had recent training in safeguarding and child protection. Appropriate first aid qualifications are held by members of staff. Regular risk assessments are undertaken by staff to ensure that pupils are safe at the academy. The academy's accommodation is safe and secure.
- The academy and the Trust take their responsibilities for the safer recruitment of staff seriously. There are rigorous security checks on all staff prior to their appointment.
- Discussions with pupils and the academy's records of incidents indicate that there is very little bullying in the academy. Pupils show a very clear understanding of bullying and the different forms it might take, including persistent name-calling and cyber bullying. Pupils are confident that should any bullying occur, it would be swiftly dealt with by staff.

The quality of teaching

is outstanding

- The outstanding teaching enables all groups of pupils to make rapid progress in reading, writing and mathematics.
- Teachers establish strong relationships with pupils and expect them to do their very best in their learning and in their behaviour. The pupils respond very well to these high expectations. Pupils are inspired by the teachers' enthusiasm and strong subject knowledge.
- All lessons have a clear learning focus. Teachers effectively share the purpose of the lesson with the class and therefore pupils know and understand what they are expected to learn.
- Teachers plan interesting lessons and strive to ensure that learning activities are suitably challenging for the different groups of pupils. As a result, pupils are fully engaged in their learning and their interest and motivation are sustained. They make rapid gains in their learning.
- The needs of pupils at an early stage of learning English are effectively assessed. Well-focused teaching and support enable these pupils to have full access to the learning activities provided.
- Disabled pupils and those who have special educational needs are well taught and are provided with additional support when required. Learning activities are well suited to these pupils' specific needs so they can make rapid progress.
- Teaching is particularly effective in developing pupils' speaking and listening skills. Pupils are given good opportunities to discuss their learning and to express their ideas and opinions. Teachers model language well to pupils and ensure that they pronounce new vocabulary correctly. Skilful questioning is used to encourage pupils to express their ideas and to check their understanding.
- The teaching of reading is successful. The teaching of phonics (letters and the sounds they represent) has improved and this is having a positive impact on pupils' progress in this key area of reading. Pupils have numerous opportunities to apply their reading skills to support their learning in a range of subjects.
- Pupils receive very clear guidance from teachers to help them acquire a range of writing skills. The teaching of grammar, punctuation and spelling receives good attention. In handwriting, pupils are effectively taught how to form letters correctly and how to join them. They are encouraged to be creative and imaginative in their writing. Pupils have good opportunities to practise and develop their skills in descriptive writing, diary entries, factual accounts, letter writing, persuasive writing and poetry.
- In mathematics, teachers promote mental calculation well and ensure that pupils can recall mathematical knowledge quickly and accurately. Teachers provide very clear demonstrations and explanations which deepen pupils' understanding of mathematical methods. Pupils are provided with interesting and relevant opportunities for them to apply their knowledge and skills to solve mathematical

problems.

- Pupils are set specific targets to guide their learning in literacy and numeracy. Teachers' marking is thorough and detailed. Teachers use praise and encouragement for good work. They also provide constructive comments to help pupils improve their work.
- Just occasionally, pupils' learning in topic work is too directed by the teacher. Opportunities are missed for pupils to take the initiative and plan their own learning and decide how best to collect their information and how to present their findings.

The achievement of pupils

is outstanding

- Pupils of all backgrounds are making rapid gains in their learning from their various starting points and their achievement is outstanding. In the current Year 3, pupils are attaining standards above those expected for their age in reading, writing and mathematics.
- Pupils' attainment by the end of Year 2 in 2014 was average in mathematics and below average in reading and writing. However, this was a relatively small year group and outcomes were adversely affected by pupils joining the year group during the course of the year with little or no English. When these late arrivals are removed from the data, standards are above average, particularly in reading.
- Pupils whose first language is not English achieve at least as well as the other pupils and make outstanding progress. Pupils who start at the academy with little or no English make rapid gains in acquiring and applying the English language.
- Disabled pupils and those who have special educational needs make fast progress. They benefit from high quality teaching and support, and from activities that are well suited to their needs.
- The attainment of Year 2 pupils in 2014 supported by the pupil premium is not reported because the numbers were too few and individuals could be identified. In the current year groups, the pupils supported by the additional funding make similar outstanding progress to the other pupils and any gaps in attainment are not significant.
- The most able pupils are effectively challenged and extended in lessons. The proportion of pupils who attain the higher-than-expected standards is rapidly increasing, particularly by the end of Year 3.
- Pupils make rapid progress in developing their speaking and listening skills. They quickly acquire new vocabulary and use this to communicate their ideas. In Year 2, pupils used discussion very well to compare beach huts of today with those of 100 years ago. Pupils studied the range of photographs and illustrations and applied new vocabulary to communicate their ideas and opinions.
- Pupils show enthusiasm for reading. In 2014, the proportion of Year 1 pupils who attained the expected standard in the phonics screening check was just below average. Present Year 1 pupils are now making faster progress in this area and are on target to improve on previous results.
- Pupils are making rapid progress in their writing. They write for a range of audiences and purposes. Their grammar, punctuation and spelling are developing well. Pupils form their letters correctly and their handwriting is neat and joined by the end of Year 2. In Year 2, pupils write imaginative and interesting character descriptions. By Year 3, pupils use persuasive techniques in writing details of desirable properties for sale. Powerful description and vocabulary are used to entice potential buyers.
- Pupils in Year 3 applied their reading and writing skills well to tackle a project. They researched the location of Guatemala and created an attractive visitors' guide. They used rhetorical questions, factual information, colourful illustrations and powerful adjectives to persuade people to visit.

- Pupils are achieving very well in mathematics. They are confident in the use of number and can recall and apply mathematical knowledge accurately and quickly. They acquire a very clear understanding of mathematical methods. They apply their mathematical skills and knowledge well to solve challenging and relevant problems.

The early years provision

is good

- The children enter Reception with knowledge, understanding and skills that are broadly typically for their age. However, some children have limited communication and language skills and arrive with little or no English.
- The early years setting is well led and managed. Children's attainment is regularly checked and the information is used well to plan teaching and learning activities. The setting is attractive, stimulating, and well organised and resourced for indoor and outdoor learning.
- By the end of the Reception Year in 2014, the proportion of children achieving a good level of development was below average. The girls in this year group had attained higher standards than the boys. An above-average proportion is now on course to reach a good level of development by the end of the summer term 2015. Effective action is being taken to close the gap between boys' and girls' attainment but leaders recognise that there is still more to do here.
- Teaching is good. All adults place great emphasis on developing children's language skills. Speaking and listening successfully pervade all activities. Children, particularly those at an early stage of learning English, make good progress in acquiring and using new vocabulary.
- Children make good gains in early reading skills and enjoy the range of books available. The teaching of phonics is well organised and structured. Children are developing a good understanding of letters and their sounds.
- Children make good progress in early writing skills. By the end of Reception, many are writing interesting sentences about farm animals after their recent visit. Their writing is supported by colourful and imaginative paintings of the animal they have studied.
- Children make good progress in mathematics. They progress well in number work and apply their knowledge and skills to solve simple mathematical problems.
- In the Reception classes, children make good progress in their personal and social development. The adults have developed very positive relationships with the children and make sure that they are well cared for and safe. Children's good behaviour supports their learning well. They are well prepared for Year 1.

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	139827
Local authority	Northamptonshire
Inspection number	450163

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

Type of school	Primary
School category	Academy
Age range of pupils	4–8
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Barry Day
Principal	Nikki Lamond
Date of previous school inspection	Not previously inspected
Telephone number	01536 430510
Email address	admin@corbyprimaryacademy.org

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. 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.



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, or look for the link on the main Ofsted website: 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.

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
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

