

# Inspection of Corbridge Church of England Aided First School

St Helen's Lane, Corbridge, Northumberland NE45 5JQ

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Inspection dates: 5–6 November 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this school?**

Staff and pupils live by the school's motto of 'be the best that we can be'. Pupils, parents, carers and staff are pleased to belong to this happy, welcoming school. Leaders have high expectations. They have created a strong sense of community. Pupils are proud of their achievements and enjoy learning.

Pupils show respect to one another and to their teachers. Staff encourage pupils to ask questions, have discussions and share ideas. Staff value pupils and the work they produce. In the early years, children get off to a good start in their reading. Pupils are keen to learn. They enjoy the topics that they study and achieve well in most subjects.

Behaviour is good. Pupils behave well in lessons and as they move around the school. Pupils develop strong moral values. They show good manners and are polite. Staff are kind and reassuring. They know pupils and their families well. Relationships are very strong. Staff care deeply about pupils and are vigilant about their safety. Pupils are happy and feel safe. Parents feel assured that their children are well cared for. Pupils learn and play in a safe environment.

## **What does the school do well and what does it need to do better?**

The headteacher and deputy headteacher are a strong team. They are passionate and determined to provide the very best education for all. Leaders have gained the respect of staff, pupils and parents. Parents told inspectors about this 'incredible team'. Leaders work successfully with all staff to ensure that pupils feel confident, are valued and achieve well.

Staff promote a love of reading among pupils. Children get off to a strong start with early reading. Staff are well trained. They teach phonics effectively. Teachers check pupils' knowledge and understanding frequently. They make sure that pupils do not fall behind in their reading. If pupils need extra help, it is given straight away. Pupils talk enthusiastically about the books they have read. They show an interest when listening to their teachers read.

All staff are determined to provide pupils with rich learning experiences. Leaders are ambitious for pupils. They have high expectations. Teachers carefully plan pupils' learning. In subjects such as reading, writing and science, teachers check pupils' work and achievements successfully. They plan accurately what pupils are going to do next. Pupils learn and achieve well.

Pupils enjoy their studies. They show positive attitudes to learning. They listen attentively to adults and work hard. In subjects such as art and geography, some teachers lack expertise. Teachers do not check carefully what pupils know and have remembered in these subjects. Sometimes, the sequencing of learning is not planned effectively.

Pupils with special educational needs and/or disabilities (SEND) receive effective support. Teachers and teaching assistants work closely together to meet the needs of pupils.

Teachers organise lots of events to support pupils' personal and cultural development. Staff make sure that pupils explore local and national issues. Pupils gain a good understanding of the world around them. Links with local churches are strong. Staff encourage pupils to think about the needs of others. Pupils support a range of charities. We talked to pupils in the 'Global Keepers' group. They were keen to tell us about their work in promoting global goals. Pupils say they enjoy looking after the school's allotment. Pupils develop into responsible citizens.

Leaders have successfully improved the early years. Children settle quickly and show great confidence. Staff nurture children so they feel safe and valued. Children, wearing high visibility jackets and carrying clip boards, could tell inspectors how they identify risks. Children know the importance of keeping themselves safe. The curriculum is well planned. Classrooms are set up to prompt questions and discussions. Early years staff teach reading, writing and number knowledge effectively.

Leadership is strong. Leaders' ambition for pupils is clear. Governors are dedicated and work closely with staff. Together, they have a clear vision for improvement. Governors ask challenging questions in meetings. They visit the school regularly and know it well. They check the accuracy of information provided by the headteacher. Governors care for the staff and pupils. Senior leaders and governors are mindful of teachers' workload. They remove unnecessary tasks whenever possible. Staff say they enjoy working at the school. They feel that their workload is manageable.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know that safeguarding pupils is very important. Leaders train staff well. Staff know what to do if they have any concerns about pupils' well-being or safety. Parents trust staff to keep their children safe. Records are clear. They show that appropriate actions are taken immediately when necessary. There is a strong culture of safeguarding throughout the school.

Pupils learn how to keep themselves safe. They know who to go to if they are worried. Pupils say that they feel safe in school. The curriculum helps pupils understand how to stay safe online and outside school.

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

### **(Information for the school and appropriate authority)**

- In some subjects, such as reading, writing and science, pupils' work is clearly linked to what they have learned before. For example, in reading, teachers

emphasise the sounds pupils have learned previously before introducing new sounds. This sequencing of learning is not as strong in other subjects. In subjects such as art and geography, teachers do not always use information about what pupils have previously learned to plan future lessons. This means that pupils sometimes repeat the content they already know or miss some vital parts in a learning sequence. Leaders should make sure that teachers build on what pupils already know and can do. Teachers should ensure that pupils remember important knowledge and information over time.

- Teachers' subject knowledge is not as strong in some curriculum areas, for example in art and music. This means that some teachers find it difficult to identify the most important knowledge and/or to plan the correct sequences of learning in these subjects. Leaders should provide appropriate subject-specific training to develop adults' confidence and competence in all areas of the curriculum.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	122287
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10110685
<b>Type of school</b>	First
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	152
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Gayle Baty
<b>Headteacher</b>	Jennifer Ainsley
<b>Website</b>	<a href="http://www.corbridgefirst.northumberland.sch.uk">www.corbridgefirst.northumberland.sch.uk</a>
<b>Date of previous inspection</b>	24–25 November 2015

## Information about this school

- Corbridge Church of England Aided First School is smaller than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of pupils who are disadvantaged is smaller than the national average.
- The proportion of pupils with SEND who receive support is smaller than the national average.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher, deputy headteacher, teachers, pupils, teaching assistants, the caretaker, lunchtime supervisors and parents. The lead inspector met six governors, including the chair of the governing body. Inspectors also met with a representative of the diocese and a local authority improvement partner.

- We looked closely at early reading, writing, science and art. We talked with subject leaders, visited lessons, talked with pupils and teachers and examined work in pupils' books and on display around the school. Most of these activities took place alongside school leaders.
- Inspectors examined school documents, including policies and records relating to behaviour, attendance, health and safety and the curriculum. The school's website was also checked.
- We examined a range of documentation relating to child protection and spoke to several staff to gain a clear understanding of the culture of safeguarding.
- Inspectors observed pupils' behaviour and school routines, both within classes and at breaktimes.
- The inspection team considered the 19 responses to Ofsted's online questionnaire, Parent View.

### **Inspection team**

Alison Stephenson, lead inspector                      Ofsted Inspector

Zoe Carr    Ofsted Inspector

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