

# Inspection of Corby Old Village Primary School

High Street, Corby, Northamptonshire NN17 1UU

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Inspection dates: 10–11 September 2019

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Overall effectiveness at previous inspection

Good

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

Pupils are proud to come to this school. They know that their teachers want them to achieve well. They say that their teachers work hard to support them. Pupils appreciate this support.

Most pupils behave well. Pupils told us that they must be kind and honest with each other. They know that it is important to obey the school rules.

Pupils feel safe at school. If they have a concern, they speak to any adult in school, for example through the 'worry monster'. They are confident that the adults will help them to resolve their worries. If pupils feel lonely or upset, they can sit on the friend 'bus-stop' bench in the playground. We saw pupils coming over to help and talk to others who were sitting on this bench.

Pupils enjoy winning points for their house. They are keen to win the house cup at the end of each week. They work hard to win these points and enjoy working together as a team. Celebrating each other's successes is important to them.

Pupils care for each other. Bullying is rare. Staff deal with any occasions when bullying occurs. Pupils we talked to know that bullying is wrong.

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

The quality of education is not good enough. Leaders have not thought well enough about how best to teach some subjects. English and mathematics are well taught but this is not the case in history and geography, for example. In these subjects, teachers do not think carefully about what to teach and when. They have not planned learning so that pupils build on what they already know. Leaders have drafted new plans for these subjects but have only just put these in place.

Teachers' knowledge of some subjects is not strong enough. For instance, in science, leaders do not make sure that teachers understand the topics they are teaching. Teachers do not always know how best to teach the content because they have not had the right training. They sometimes set work that is too hard or too easy. As a result, pupils struggle to remember what they have learned.

In English and mathematics, teachers' subject knowledge is strong. They know how to help pupils understand what they are learning and link it to what they already know. Year 6 pupils could use negative numbers accurately because they had previously learned to count backwards from zero. Most pupils achieve well in these two subjects.

Pupils with special educational needs and/or disabilities (SEND) learn the full range of subjects. When they need help, they get this in lessons and so do not miss out on any learning. However, some teaching does not meet their needs well enough.

Pupils are fluent readers. They enjoy reading. Younger pupils practise phonics (letters and the sounds they represent) every day. This helps them to understand the full range of sounds and letters. They become confident readers because they read books that closely match the sounds that they know. They also learn to enjoy reading stories with their teachers. Pupils who struggle to read receive the support they need to help them.

Pupils are keen to learn. They try hard, even when their work is too difficult. They like to share their ideas and get involved in different activities.

Pupils learn about the lives of people locally and in other countries. They talked to us about how people have different religious beliefs. They visit senior citizens near the school to give them food at harvest festival and to sing carols at Christmas. Pupils know the difference between right and wrong. They help to agree the school rules. In Year 6, pupils attend a careers fair so that they can learn about different jobs.

Children in the early years are happy and safe. They get on well together. Their teacher knows them well and plans activities that they will enjoy. We listened to the children singing a song about aliens. The teacher used this song skilfully to help the children count backwards from five. The children enjoyed counting with the teacher. Children who find work difficult get the help they need. Adults care well for the children. They comfort children who become upset. Most children leave the early years ready for Year 1.

Leaders know that teachers teach English and mathematics well but, until recently, did not check how well pupils learned in other subjects. Governors have not made sure that the quality of education is good in all subjects.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff keep pupils safe. They have regular safeguarding training and know what to do if a pupil needs help. They are quick to report any concerns that they have. Leaders respond swiftly, working with parents and carers and other agencies when this is appropriate. Staff check that pupils who miss school are safe. Leaders undertake thorough checks on the staff that they recruit.

Pupils learn how to manage the different risks that they may face. For example, some Year 6 pupils were learning about bicycle safety when we visited the school.

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

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

- Teachers implement the curriculum for English and mathematics consistently well and pupils are successful in these subjects. However, this is not the case in many other

areas of the curriculum, including history and geography. Until recently, pupils have not learned topics in these subjects in any specific order that enables them to build on what they have previously learned. Leaders have reviewed the plans for learning in these subjects. These plans now ensure that pupils are able to build upon previous learning. However, these plans are new. Leaders must ensure that teachers put these into practice consistently well. This will enable pupils to be able to achieve well, including pupils with SEND.

- Teachers' subject knowledge and subject pedagogical knowledge are not consistently strong across all subjects. This can lead to teachers lacking confidence in what they are teaching to the pupils. Leaders must ensure that teachers receive the training they need to be secure in their subject knowledge and how to teach the different subjects well.
- Senior leaders do not check how well pupils learn across all subjects. Leaders must ensure that their checks on the quality of education consider how well pupils understand all subjects.
- Governors do not provide sufficient challenge to leaders about the quality of education across the full range of subjects. This prevents them from holding leaders to account effectively and supporting their plans for improvement. While they check on pupils' achievement in English and mathematics, governors do not ask about the curriculum in other subjects. Governors need to ensure that the curriculum is equally strong across all subjects.

## 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>	121808
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10110061
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Adele Logue
<b>Headteacher</b>	Paula Thomas
<b>Website</b>	<a href="http://www.covp.org.uk/">www.covp.org.uk/</a>
<b>Date of previous inspection</b>	29 January 2019

## Information about this school

- The school's previous full inspection took place on 20–21 May 2015.

## Information about this inspection

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

- Inspectors met with the headteacher and the deputy headteacher.
- The lead inspector met with members of the governing body, including the chair of governors.
- The lead inspector met with a representative of the local authority.
- Inspectors undertook deep dives into early reading, mathematics, science and geography. Inspectors met with curriculum leaders, visited lessons, looked at pupils' workbooks, met with pupils and met with the teachers of the lessons they visited.
- The lead inspector met with the headteacher to discuss safeguarding. Inspectors also spoke with staff and pupils about safeguarding. The lead inspector looked at

documentation relating to safeguarding, the school's single central register and the school's system for recruiting staff.

### **Inspection team**

Simon Hollingsworth, lead inspector

Her Majesty's Inspector

Janis Warren

Ofsted Inspector

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