

# Corpus Christi Catholic Primary School

## Inspection report

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<b>Unique reference number</b>	103424
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	376902
<b>Inspection dates</b>	24–25 January 2012
<b>Lead inspector</b>	Keith Sadler

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	404
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Father Paul Devaney
<b>Headteacher</b>	Barry Desmond
<b>Date of previous school inspection</b>	17 March 2009
<b>School address</b>	Lyttelton Road Stechford Birmingham B33 8BL
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## Introduction

Inspection team

Keith Sadler

Additional inspector

Jennifer Taylor

Additional inspector

Ian Jones

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 25 lessons led by 16 different teachers or practitioners. The inspectors held meetings with members of the governing body, staff, parents and carers, and groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a wide range of documentation. This included the school's analysis of pupils' progress, teachers' lesson plans, the school development plan, leaders' monitoring records and pupils' work. Questionnaires from 124 parents and carers, from staff and from pupils in Key Stage 2 were analysed and their responses taken into account.

## Information about the school

Corpus Christi is a large primary school. Most of the pupils live within the immediate vicinity though the school is one of two that serves the parish in Stetchford. About half of the pupils are of White British heritage and the remainder are from a wide range of minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is above average though only a few are at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is high. The proportion of disabled pupils and those with special educational needs and/or disabilities is average. The school meets the current government floor standard. The school has gained Healthy Schools status and has been awarded the silver Sports Activemark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. The headteacher’s effective leadership and dedication to improvement are shared by the staff and the governing body. All are committed to gaining the best provision and outcomes for pupils. Parents and carers recognise these strengths and they are almost unanimous in their support.
- The governing body supports the school well. However, its members are over-reliant on the headteacher for information.
- Achievement overall, and especially in mathematics and writing, has improved since the previous inspection and is now good. Pupils make good progress in all year groups from low starting points. Year 6 pupils are on course to attain above-average standards in English and mathematics. However, there are inconsistencies in pupils’ presentation of work and in their handwriting.
- The school has a warm, welcoming and stimulating environment where pupils feel cared for and safe, and are ready to learn. Their behaviour is good and their attitudes positive.
- Teaching is good. Teachers invariably provide interesting and exciting activities that capture the pupils’ interest because lessons are generally planned well to meet the varying learning needs of the pupils. Occasionally, work is not sufficiently challenging for more-able pupils. Teachers’ use of assessment is good and they are particularly effective in ensuring that pupils have a clear understanding of what they need to do to move to the next step in their learning.
- Due to the resolve and determination of the headteacher and senior staff, a concerted approach to school improvement has resulted in improvements in key areas since the last inspection, including teaching and learning and more effective procedures for checking provision and pupils’ progress.

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

- Lift the quality of teaching and learning from good to outstanding by:
  - improving pupils' presentation of their work in mathematics and their handwriting in English
  - ensuring that teachers' plans consistently provide challenging work for all groups of pupils, particularly the more able.
- By July 2012, reduce the governing body's reliance on the headteacher by instigating a systematic programme of school visits to obtain first-hand information about provision and school performance.

## Main report

### Achievement of pupils

On entry to the Reception class, children's skills and abilities are much lower than expected levels. Because teaching is consistently effective and an excellent emphasis is placed on providing a secure and inclusive environment, children thrive in their learning in the two Reception classes. Even so, a minority reach the expected goals on entry to Year 1.

Almost all parents and carers confirm that they believe that their children are making good progress in their learning and that the school helps their children to develop their basic skills well. This view is accurate. The inspection found that progress in reading, writing and mathematics is good for all groups of pupils and it is accelerating throughout the school. The many pupils that enter Year 1 with below average proficiency in speaking and listening make particularly good progress in their communication skills because the staff in Years 1 and 2 successfully boost them in most lessons. Staff ensure that there are many opportunities to talk with partners and in small groups and this accelerates the pupils' expressive language well. This approach is complemented by the rigorous and effective programme to build pupils' sounds and letters skills, and this also aids their good progress in reading and writing. As a result, pupils in Year 2 consistently work at age-related expectations and attainment is average.

In Key Stage 2, progress in reading continues to be strong and, by the time that they leave school, pupils' attainment is above average. Pupils in Year 5 say that they enjoy reading, and they are competent in comprehension, particularly in drawing inference from the texts they are studying. In writing, pupils' achievement in the past has been no better than satisfactory. However, the school's concerted effort to lift achievement in writing has been successful and standards for current Year 5 and 6 pupils are above average. For example, a small minority of Year 6 pupils have already reached the higher level expected at the end of Year 6. In addition, a few of the more-able Year 5 pupils have attained the expected standard in writing at the

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end of Year 6. However, some middle ability pupils' progress in Years 3 to 6 is hampered by their weak handwriting skills.

In mathematics, the curriculum to develop pupils' calculation skills is good and this leads to almost all pupils working at age-related levels. Year 5 pupils, for example, successfully explained their method and reasoning when tackling ratio problems. These more-able pupils demonstrated well how their speaking and listening skills have been developed by the time they reach upper Key Stage 2. Their mathematical vocabulary was good and they enjoyed the challenging tasks provided. Even so, across the school, pupils' presentation of mathematics is relatively weak and this hinders the progress of some pupils. A good programme of support for pupils who are an early stage of learning English enables these pupils to make good progress. Similarly, a wide-ranging programme of withdrawal groups ensures that disabled pupils and those with special educational needs also make good progress.

### **Quality of teaching**

There has been a considerable improvement in the quality of teaching. Almost all teaching is now good and this leads to pupils enjoying learning and making good progress. As one Year 5 pupil said, 'Our teachers are really clever. They understand how to help us to meet our targets.' Teachers manage the pupils well and ensure that relationships are positive. Consequently, there is a calm and purposeful atmosphere in all classes. A marked improvement in the teachers' use of assessment has both helped the pupils to become more independent learners and also to be clear about the purposes and expected outcomes of lessons. Most of all, pupils are provided with clear and precise targets and their next steps in learning are set well, supported by thorough and comprehensive marking of their work. Activities are now matched much better to pupils' needs and generally work is challenging. However, some inconsistencies remain because in some classes, teachers do not always ensure that work for the most able is hard enough. A marked improvement in the quality of tracking of pupils' progress provides a rich range of data and these are used well both to identify any pupils that are in danger of slipping behind and also to help teachers to group pupils more effectively. It is the relentless determination of senior staff to improve teaching that has led to improvements in learning for all groups of pupils. This is recognised by parents and carers, who were almost unanimous in stating that their children are taught well.

Paired and small group learning supports pupils' personal skills well and has a positive impact on developing pupils' social development. Their spiritual, moral, and cultural development is also promoted well by the themes and topics taught. Work in literacy and numeracy is increasingly planned across the curriculum. This results in pupils being enabled to practise these skills in history, geography and science lessons. For example, Year 5 pupils spoke enthusiastically about their visit to the Botanical Gardens and this gave rise to high quality recounts of the visit as well as report writing on the parts of flowers.

### **Behaviour and safety of pupils**

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Pupils thoroughly enjoy school and learning. Pupils' good behaviour reported in the previous inspection has been maintained with pupils behaving well both in lessons and around the school. Even though some pupils have social and emotional difficulties, they are managed well and the good programme of support enables these pupils to play a full part in lessons. Pupils who may have a concern are confident that all the adults will help them. Pupils say that they feel safe in school, and that the rare incidences of bullying of any kind are dealt with well. The school's explicit principles ensure that there is a positive and welcoming ethos. The good levels of pastoral support ensure that there is sensitive support for pupils and families whose challenging circumstances may make them vulnerable. A number of parents and carers made appreciative comments about how the school had helped them through times of difficulty. Parents and carers reflect the pupils' positive views and they are almost unanimous in saying that their children are kept safe in school.

### **Leadership and management**

There has been a marked improvement in leadership and management. Previously, many of the subject leaders were new to post and their role in supporting the school's monitoring and evaluation procedures was not sufficiently well developed. This is no longer the case. Senior leaders work closely together as a team and all the staff share a common vision based on improving provision and pupils' progress. Procedures to check provision and pupils' progress are comprehensive and robust and they lead to accurate evaluations which, in turn, are used well to inform the high-quality school development plan. Teamwork is strong and staff morale high because all the staff know that their views and opinions are valued. Well-targeted professional development, complemented by a programme of individual support, has improved teaching. Improvements in teaching, pupils' progress and leadership and management demonstrate the school's strong capacity for further improvement.

Governance is satisfactory. Although some members of the governing body make regular visits to the school, these are not sufficiently systematic and this limits the governing body's capacity to challenge the school to make further improvements. However, along with senior leaders, the governing body ensures that regulatory requirements for safeguarding and protecting pupils are met.

The quality of the curriculum is good. The themed approach to learning provides a good range of activities that the pupils thoroughly enjoy. The curriculum is enriched well with visits and trips. The school promotes pupils' spiritual, moral, social and cultural development well. Pupils' understanding of multicultural Britain is enhanced by trips to a mosque and a Buddhist temple where pupils enjoyed a meditation session. The school is a harmonious community in which others' feelings and values are respected well. Equality is promoted well and discrimination of any kind is not tolerated. Pupils' social and moral development is promoted by the good quality personal and social programme supporting pupils' understanding of their actions.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 January 2012

Dear Pupils

**Inspection of Corpus Christi Catholic Primary School, Birmingham, B33 8BL**

Thank you for making us so welcome when we came to inspect your school. We enjoyed hearing about the many things that you enjoy in your school. I was particularly impressed to see your website and read your blogs and also to see all the photographs of the royal wedding last year. Yours is a good school. Your teachers work hard to make lessons interesting and they plan lots of exciting activities for you to do. This helps you to make good progress in your learning. Those of you who find learning hard make good progress, as do those of you who are learning English as an additional language. This is because you are supported so well.

You told us that your school is a happy place and that the adults look after you really well. We agree with you and so do your parents and carers. We were impressed by how well you get on together. Your behaviour is good and you feel safe in school. We think that your headteacher does a good job and he is greatly helped by all the staff. They are always checking on how well you are doing because they want you always to do as well as you can.

Even in a good school like yours, there are things to improve. We have asked your teachers to make sure that your handwriting improves and also your presentation of work, particularly in your mathematics books. We have also asked your teachers to make sure that when they plan your lessons, the work is always challenging for you, particularly for those of you who learn quickly. Finally, we have asked that members of the governing body should come and visit your lessons more often so that they can find out for themselves how well you are doing.

We really enjoyed our time in your school. Thank you for taking time to talk to us and letting us watch your lessons. You can help to make your school even better by continuing to work hard towards your targets.

Yours sincerely

Keith Sadler  
Lead inspector

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