

# Corpus Christi Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	116384
<b>Local Authority</b>	Portsmouth
<b>Inspection number</b>	357952
<b>Inspection dates</b>	10–11 January 2011
<b>Reporting inspector</b>	Mike Burghart

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>	319
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jim Cuffe
<b>Headteacher</b>	Elizabeth Giltinan
<b>Date of previous school inspection</b>	16 October 2007
<b>School address</b>	Glays Avenue Portsmouth Po PO2 9AX
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 20 lessons taught by 13 teachers. They held meetings with three members of the governing body including the chair, staff and pupils. Inspectors spoke to parents and carers in the playground. They observed the school's work, and looked at school documentation including records of pupils' progress and forward planning, and considered questionnaire responses from 149 parents and carers as well as those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Why more-able pupils appear to make better progress in mathematics than English.
- How the success evident in boys' writing in Key Stage 1 has been achieved and why this does not seem to be continued in Key Stage 2.
- Whether the improvements to the Early Years Foundation Stage provision, required by the last report, have been addressed.
- The impact of leadership and management at all levels on pupils' achievement.

## Information about the school

This is a larger-than-average-sized primary school serving an inner city area. The majority of pupils are of White British heritage, but the proportions of pupils from ethnic minorities and those for who speak English is an additional language are well above average. The proportion of pupils known to be eligible for free school meals is below the national average. Although the overall proportion of pupils with special educational needs and/or disabilities is average (mainly featuring moderate learning difficulties), the proportion with statements of special educational needs is above average. The school manages a breakfast and after-school club for a maximum of 24 pupils per session.

The school holds a variety of awards including the Healthy Schools award, Activemark and the International School award.

**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

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school. Pupils do well because care for them is outstanding and teaching is excellent. Attainment is above average and progress is at least good, building on the good start children get in Reception. Significantly improved, and now outstanding, use of assessment information ensures that work is well tailored to individual needs and targets for improvement are used effectively. Pupils are encouraged to evaluate their own performance and that of their classmates. Very good marking, has heightened pupils' awareness of how to improve their work, resulting in improved achievement. Although results of national assessments in 2010 showed pupils did better in mathematics than English this was not typical and inspectors find that pupils do equally well in both subjects. There has been significant improvement in the last two years to boys' writing between Years 3 and 6. This has been achieved through notable improvements to teaching, detailed analysis of data and effective intervention. Planning takes careful account of different abilities in each class.

Pupils are happy and enthusiastic and show high levels of consideration and tolerance. The wide range of ethnic backgrounds and languages in the school enhances pupils' appreciation of different cultures. Everyone is made to feel welcome. Moves to make the curriculum more exciting and open the doors to pupils' creativity are proving effective and encourage pupils' keen interest and outstanding behaviour. Leaders and managers are aware that taking such initiatives still further will encourage pupils, particularly girls, to show more independence and become more actively involved in their learning. Parents and carers are very happy with the school. Comments such as, 'When I drop my child off I feel I am leaving her with family,' and, 'Our son is making particularly good progress. We know he is being well taught,' are typical. The school's reputation for giving everyone a fair chance is well deserved.

The school has outstanding capacity to sustain further improvement, built on the vision and ambition of the headteacher, very ably supported by senior staff and middle managers. Staff and members of the governing body are committed to maintaining high expectations and ensuring that every child reaches their potential. There is a strong track record of development, for example in much improved attendance rates and instigating effective systems for assessing pupils' progress. The school has a clear and accurate picture of its strengths and areas for further development. Self-evaluation is robust, perceptive, although over modest in some respects and is very effectively used to plan for the future and to deploy resources and staff.

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

- Build on the already good curriculum to give pupils, especially girls, more opportunities to be creative, show independence and take the initiative in their learning.

## Outcomes for individuals and groups of pupils

**1**

In three of the last four years, pupils' attainment has been at least above average at the end of Year 6, with attainment in mathematics well above average. This indicates good achievement. Between 2009 and 2010, attainment fell to average because a smaller proportion of pupils reached higher levels. Much more effective use of assessment to set targets and plan work at different ability levels has addressed this dip, notably in writing. Current work and the school's own data and tracking records indicate that this year attainment is well above average. Progress, although judged as good overall, is rapidly accelerating. The school is successful in ensuring that pupils with special educational needs and/or disabilities and those who speak English as an additional language make equally good progress. For some of these pupils, their progress, for example in oral communication, is outstanding.

Strengths in pupils' learning are a direct result of their very positive attitudes, outstanding behaviour and well-established working-together skills. A particularly good example was in a Years 5 and 6 religious education lesson, where pupils working in groups, made excellent use of their literacy skills to create and role-play interviews with characters in the Christmas story. Through these activities pupils' sensitivity to and their understanding of how people may have felt was considerably enhanced, while the whole process was also entertaining.

Pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils make an excellent contribution to the school as a community, for example as school councillors, and clearly feel extremely safe and valued. They have a good awareness of how to stay fit and healthy, although their lunch boxes sometimes do not reflect this. Pupils are well prepared for future study and life in general. They are responding well to growing opportunities to take initiative when solving problems, but there are times when girls in particular are too reticent to make the most of what is on offer.

Despite the fact that attendance is average rather than above average, this is a success story with improvements the result of a sustained focus on reducing absence.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Outstanding outcomes are a testament to the school's provision. This is especially so in care, guidance and support where excellent relationships and pupils being well known to staff underpin outstanding personal development. This care extends to family support, which is particularly effective in helping those new to the country and pupils new to the school to feel welcome. Teaching has rapidly been improved as a result of excellent monitoring and performance management. Outstanding teaching results in pupils achieving well and is the main reason why the relative weaknesses of the past year in writing and the performance of more-able pupils have been addressed swiftly and decisively. Three leading teachers, as assessed by officers of the local authority, are outstanding role models for other staff. Excellent joint planning and evaluation lead to very effective target setting and raised attainment. The recently improved curriculum is good with some significant features, particularly in extending learning for the more-able pupils. Effective planning builds in enjoyment as well as ensuring the effective development of basic skills. Events such as Dragons Den, where pupils pitched ideas for fundraising to the experts, and a wide range of extra-curricular activities enhance learning as well as being fun.

High-quality open-ended questioning prompts pupils to reason and answer logically. A really good example was seen in an outstanding Year 2 mathematics lesson where the teacher successfully not only overcame pupils' previous misconceptions, but helped

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everyone develop strategies to make use of odd and even numbers. She successfully challenged pupils to experiment leading to improved learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The leadership and management of the school are outstanding. This is the result of excellent monitoring of teaching and learning and first-rate teamwork, particularly well coordinated by the headteacher and senior leaders. Middle managers and phase leaders make a strong contribution to the success of translating targets for the school as a whole into everyday work in the classroom. There is a very strong commitment to the Catholic ethos of the school, that successfully supports pupils' personal development, and to raising and maintaining standards. The school is extremely effective in developing pupils' understanding of community cohesion. There are very strong partnerships with the local diverse community. The school's international award speaks for itself, with really good links with a variety of countries including Africa. Pupils' awareness of lifestyles and customs of other religions and in differing socio-economic areas is successfully enhanced by very good links with schools across the United Kingdom.

Governance is effectively led by the chair and vice chair. Governors are very supportive of the school and have established ways of gaining information first hand as well as listening to the headteacher and staff. They ensure that the budget is well spent and that the impact is evaluated in terms of advantage to pupils. Although a very small minority of parents are concerned that some activities are not available to younger pupils, inspectors find that the school's promotion of equality of opportunity, regardless of ability, gender and ethnicity, is outstanding. There is no evidence of any discrimination. The outstanding quality of safeguarding procedures, the fine learning environment, the first-rate management of care and learning opportunities in breakfast and after-school club, and the school's strong links with the community are direct results of strengths in governance. Helping new governors to take an even more active role in strategic planning and finding ways of challenging the school's self-evaluation more robustly are already defined in school intentions. Inspectors judge these initiatives as entirely appropriate.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## **Early Years Foundation Stage**

Care for children in Reception is outstanding in class and for those who attend breakfast and after-school club. Children are very happy and, as parents say, keen to come to school. Induction processes are excellent and especially benefit those with special educational needs and those for who speak English is an additional language. Sharing, taking turns and being considerate are the order of the day and children's behaviour inside and out is outstanding. Learning is fun and a truly 'hands on' experience. Bear hunts are extremely popular!

Children make good progress overall, but achievement in personal, social and emotional development is excellent. Children leave Reception emerging as readers and writers, well prepared for the future. Provision is good, being well planned and well resourced. Children are well taught. However, sometimes when children are in groups or playing individually, opportunities are missed to extend their communication skills and develop their knowledge and understanding of the world. This is because there are too few adults on hand for children to interact with. Staff work well together and their joint leadership and management of provision is effective. However, the lack of a specific leader for the early years is restricting the success of some aspects, for example, how well assessment information is evaluated and used to identify the next steps in children's learning. Governors are aware of this and a new appointment is imminent.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Nearly half of parents and carers returned the Ofsted questionnaire, which is slightly better than average. The vast majority of responses were positive, with some extremely supportive comments about how much children enjoy school, the quality of teaching, care for children and how the school is run. There was no consensus of negative comments, but a very small minority of parents and carers believes that communication should be improved. The school is conscious of this and continues to look for ways of making improvements. However, inspectors find that day-to-day communication is good and that there are good opportunities for parents and carers to meet with staff about children's progress.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Corpus Christi Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 149 completed questionnaires by the end of the on-site inspection. In total, there are 319 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	104	70	42	28	1	1	0	0
The school keeps my child safe	106	71	42	28	1	1	0	0
My school informs me about my child's progress	75	50	68	46	3	2	0	0
My child is making enough progress at this school	78	52	62	42	8	5	0	0
The teaching is good at this school	88	59	58	39	2	1	0	0
The school helps me to support my child's learning	76	51	65	44	6	4	0	0
The school helps my child to have a healthy lifestyle	75	50	69	46	4	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	72	48	66	44	3	2	0	0
The school meets my child's particular needs	68	46	74	50	4	3	0	0
The school deals effectively with unacceptable behaviour	70	47	71	48	3	2	0	0
The school takes account of my suggestions and concerns	62	42	73	49	8	5	0	0
The school is led and managed effectively	85	57	62	42	0	0	0	0
Overall, I am happy with my child's experience at this school	96	64	48	32	3	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and 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 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



12 January 2011

Dear Pupils

**Inspection of Corpus Christi Catholic Primary School, Portsmouth PO2 9AX**

Thank you for your warm welcome when we visited your school. A special thanks to the members of the school council who were keen to tell us all about life at Corpus Christi and to those who took the time to explain their work to us. We were impressed by the way you show consideration to each other and that children from many different backgrounds get on so well together. Your school is what adults call outstanding. That means really, really good!

Here are some of the many highlights.

- You make good progress and reach standards, by the time you leave in Year 6 that are better than in most schools.
- Staff take excellent care of you, so that you feel safe.
- You are being helped to grow up as caring, sensible young people.
- The school is particularly good at making sure all of you, whatever your backgrounds, are made welcome.
- Your behaviour is outstanding. That does not mean perfect, but you can be proud of it!
- Teaching is outstanding and staff are keen to make learning interesting. They set work at the right level for you.
- The school is especially well run.

Even the best schools can improve. We have asked the headteacher, staff and governors to focus on one particular thing to make Corpus Christi even better.

- They should build on the already interesting curriculum to give you more opportunities to be creative and decide how to solve problems for yourselves.

You can help by continuing to work hard.

Best wishes for the future.

Yours sincerely

Mike Burghart  
Lead Inspector

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