

CfBT Inspection Services
Suite 22
West Lancs Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 123 1231

Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566855

Direct F 01655 729320

Direct email: [gail.hill@cfbt.com]



27 September 2013

Mr S Mort
Headteacher
Corpus Christi Catholic College
Neville Road
Leeds
West Yorkshire
LS9 0TT

Dear Mr Mort

Requires improvement: monitoring inspection visit to Corpus Christi Catholic College

Following my visit to your school on 23 September 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in June 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- respond rapidly to the recommendations from the external review of governance and fill the remaining vacancies on the governing body with governors who have the skills, expertise and time to fulfil the role effectively
- ensure predictions for students' attainment and progress are accurate in all subjects
- ensure all curriculum area leaders are effective in bringing about rapid and significant improvements in student outcomes and teaching quality
- refine improvement planning and set targets that provide a clear trajectory for the improvement necessary for the school to 'get to good'.

Evidence

During the visit, meetings were held with you, other senior leaders, a small group of staff, representatives of the Governing Body and a representative of the local authority to discuss the action taken since the last inspection. I toured the school with the head boy and girl. I also scrutinised a range of documents and evaluated the school improvement plan.

Context

Since the section 5 inspection in June 2013, three middle leaders and a temporary teacher have left the school. Five teachers with leadership responsibility joined the school in September along with three newly qualified teachers. There have also been a significant number of internal responsibility changes at both middle and senior leadership level.

Main findings

The school's governors, senior leaders and you recognise that the inspection judgement was a fair and accurate reflection of the school's position at that time. Your on-going work to re-structure the school's senior and middle leadership team is nearing completion and this is ensuring roles and responsibilities are clear and leaders' skills are closely matched to the needs of the school. Many colleagues are new to these roles and you acknowledge it is too soon to judge the quality and impact of their work.

You expressed your disappointment in the mixed picture of improvement presented in the 2013 GCSE results and the inaccurate prediction of students' outcomes by some curriculum area leaders. More frequent checking and increasingly robust data are helping you and your leadership team to hold curriculum area leaders to account more effectively, including for students' performance at Key Stage 3. Underperformance in identified subjects is also being tackled more swiftly. Monitoring carried out by you and other senior leaders is robust and extensive enabling a detailed picture of progress and further development priorities to be drawn-up. Curriculum area leaders are beginning to be supported to develop their skills in this respect.

The school's action plan is extremely detailed and lengthy reflecting the significant amount of development work needed to enable the school to get to 'good'. Measurable targets are incorporated in a separate 'position statement' but milestones in the action plan focus too heavily on the implementation of actions rather than identifying clearly the intended impact on student outcomes or teaching quality.

Action being taken by governors to increase their effectiveness is at a very early stage, although, the external review of governance is underway. Vacancies on the

governing body remain a limiting factor in the breadth and rigour with which governors can monitor the school's progress.

New mathematics teacher appointments mean the department is, for the first time in several years, fully staffed with specialists. These new staff are providing increased capacity within the department to lead subject-wide improvement and promote mathematics across the curriculum. The group of staff who met with me recognise the need for improvement is urgent and are beginning to develop a greater understanding of what good achievement, teaching quality and leadership represents. They clearly understand the part they are expected to play in addressing the school's areas for development. Staff feel that improvements in marking are already having an impact on increasing the extent to which students take responsibility for improving their work. They also identified that students are clearer about to how well they are doing and what they need to do to improve. New facilities, including 'break-out' spaces, are allowing more opportunities for students to work

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

You have appreciated the support from the local authority are confident that this is well matched to the needs of your school. It is being used effectively to supplement in-house expertise and to help put in place the basics on which to build rapid and sustained improvement. For example, external support has enabled the school to start development work with a number of colleagues who need help to improve their teaching. The school's new improvement adviser has quickly gained a detailed understanding of school's priorities and is already working productively with you and your leadership team to tackle them.

I am copying this letter to the Chair of the Governing Body, the Diocese of Leeds and the Director of Children's Services for Leeds and as below.

Yours sincerely

Katrina Gueli

Her Majesty's Inspector

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority