

# Corpus Christi Catholic Primary School

Ashmore Avenue, Ashmore Park, Wolverhampton, WV11 2LT

**Inspection dates** 28–29 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Effective leadership has made considerable improvements since the previous inspection, particularly in teaching and achievement.
- Good teaching, and some that is outstanding, helps all pupils make good progress, including that of the most able.
- Children get off to a rapid start to learning in the Nursery. They have lots of opportunities to learn exciting new skills and knowledge both indoors and outdoors.
- The school provides effective support for disabled pupils, those who have special educational needs and those who are known to be eligible for the pupil premium. As a result, all these pupils achieve well and keep up with their classmates.
- Pupils behave well and feel safe at school. Relationships between pupils and adults are very positive and, as a result, pupils work hard and want to do well.
- The headteacher provides dynamic leadership and has set a clear direction for further improvement to teaching and achievement. She receives good support from other leaders and a united team of staff.
- Governors are well informed and have contributed much expertise to the improvement of the school.

### It is not yet an outstanding school because

- Teaching is not yet at least good in every lesson. In a few lessons, pupils are not clear about what they have to do, work is too easy and teachers do not insist on high-quality work.
- The school has not yet persuaded all parents of the value of education to their children and some pupils do not attend well enough.
- Subject leaders do not make full use of information about pupils' progress to help raise standards further in their subjects.

## Information about this inspection

- Inspectors observed teaching in all classes. They saw 15 part-lessons, four of which were jointly observed with the headteacher and deputy headteacher.
- Discussions were held with pupils, teachers, the headteacher, governors and a representative from the local authority.
- Inspectors took account of the 17 responses to the online questionnaire (Parent View) together with other survey information collected by the school. They also spoke informally to parents as they brought their children to school.
- Questionnaire responses from 20 staff were received and their views taken into account.
- The inspection team listened to pupils read, spoke with them about their learning and looked at the work in their books.
- The inspectors looked at a number of documents, including the school's checks on how well it is doing, the school improvement plan, data on pupils' current progress, leaders' reports following lesson observations, and records relating to behaviour, attendance and safeguarding.

## Inspection team

Heather Simpson, Lead inspector

Additional inspector

Martin Fitzwilliam

Additional inspector

## Full report

### Information about this school

- Corpus Christi is an average-sized primary school.
- The Early Years Foundation Stage comprises of Nursery and one Reception class.
- Most pupils are White British and speak English fluently.
- The proportion of pupils supported by the pupil premium is above average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, those looked after by the local authority or from families with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is also average.
- The school provides a breakfast club which is managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Raise the quality of teaching so that it is always at least good or better to increase pupils' rates of progress by making sure that:
  - teachers explain tasks clearly so that pupils know exactly what they have to do and can begin their work immediately
  - tasks are always planned to stretch and challenge all pupils , especially the most able
  - teachers remind pupils that work should always be of the highest quality and teachers accept only the best, especially in pupils' presentation of their writing.
- Improve the rates of attendance of those pupils who do not attend school regularly when they could by:
  - working closely with particular families to make sure that all parents are persuaded of the importance of the education the school provides for their children so that all pupils attend regularly.
- Improve the effectiveness of leadership and management by:
  - developing the skills of subject leaders, especially those newly in post, to use information about pupils' progress better so they can lead further improvements to teaching and progress in their subject areas.

## Inspection judgements

### The achievement of pupils is good

- Children start school with skills, knowledge and understanding which are often below those expected for their age. Staff rapidly develop supportive relationships with children, and provide a wide and worthwhile range of learning activities. As a result, children make good progress and reach a good level of development across all main areas of learning on entry to Year 1.
- Progress across Years 1 to 6 is good. In 2013, progress was outstanding in Key Stage 2 for the Year 6 pupils who left the school at the end of that year. Their success was due to improved teaching. While standards at the end of Year 2 and Year 6 are average, they are higher than at the time of the previous inspection in all subjects and inspection evidence indicates they are continuing to rise.
- The school's own assessment information and work sampled in pupils' books confirm that all groups of pupils achieve well, including the most able. More pupils are reaching the higher levels at the end of both key stages in writing and mathematics and attainment remains steady in reading. Standards in all subjects are in line with the national average, but pupils who do not attend well enough struggle to reach the standards they could.
- Reading is taught well from the outset. Children quickly begin to recognise letters and the sounds they make (phonics). Their progress accelerates through Reception and Year 1 and results in the Year 1 phonics reading check are above average. Reading is strongly promoted across the school and older pupils continue to read regularly. Pupils in Years 5 and 6 are already reaching standards ahead of those usually found at these ages.
- Disabled pupils and those who have special educational needs make good progress because of the support they receive both within and outside lessons. For example, teaching assistants use 'daily diary' time to focus on areas which pupils struggle with, including reading, spelling and mathematics. This practice helps them to keep up with their classmates, demonstrating the school's active promotion of equality of opportunity.
- Pupils supported by the pupil premium make good progress in reading, writing and mathematics along with others in their classes. This funding is used well to provide additional adult support in literacy and numeracy and to purchase equipment and software to help pupils learn more rapidly. School leaders carefully check and follow the progress of these pupils, and findings show that the gap between their attainment and that of others in the school is closing in both English and mathematics. Pupils who left the school in Year 6 last year were approximately two terms behind their classmates, whereas now, there is less than one term's difference between eligible pupils and others.

### The quality of teaching is good

- The quality of teaching has improved since the previous inspection. It is mostly good and some is outstanding. Weak teaching has been removed. Although there is still some variation in the quality of teaching across the school, in all classes, relationships between adults and pupils are positive and, as a result, pupils work hard and make good progress.
- Teachers have good subject knowledge and carefully plan learning in well-thought-out lessons. They effectively question pupils to check their knowledge and understanding and to make them think hard about the topics they study.

- Teaching assistants form a strong partnership with teachers. They provide valuable additional support both inside lessons and to individual pupils who are at risk of falling behind. Short but regular amounts of time are made available to focus specifically on any areas which pupils are struggling with.
- Most teachers set work at the right level for pupils' different abilities, including for the most-able pupils. Tasks require pupils to use their existing skills and knowledge but are sufficiently challenging to move their learning forward. For example, in a Year 4 mathematics lesson, pupils used rounding, estimation and calculation skills to solve tricky word problems. Some pupils worked with four-digit numbers and problems which required three steps, while others used much smaller numbers and simpler operations. All pupils were engrossed and concentration levels were extremely high. As a result, progress in this lesson was rapid.
- In the few lessons where teaching is not as strong, teachers do not always set work at the right level and do not present high enough levels of challenge, especially for the most able. This limits pupils' progress. Sometimes work is not clearly explained so pupils are unsure about what they have to do and are delayed getting on with it. Occasionally, pupils are not routinely encouraged to present their best work so some pieces are untidy and not of a good enough quality, especially in writing.
- Teachers regularly mark pupils' work and add helpful and positive comments. Teachers usually tell pupils how they can improve their work and often check their understanding by giving them additional small tasks to complete.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good and most have positive attitudes to their learning in lessons. Excellent examples were seen where pupils' concentration, effort and enjoyment were high. For example, during an outdoor session, Nursery children built their version of the Great Wall of China with great enthusiasm.
- Pupils behave responsibly around the school. They are helpful and friendly and older pupils readily take on additional responsibilities, for example, running the tuck shop or acting as 'buddies' to the younger children.
- The school's work to keep pupils safe and secure is good. Leaders make sure that pupils are safe in school. Entry to the premises is well managed and staff recruited are rigorously checked. Pupils are taught how to keep themselves safe and have specialist instruction from fire, police and safety officers. Most parents who expressed their views to inspectors or through Parent View think that behaviour and safety are good. Pupils say they believe they are safe in school. As one pupil confirmed, 'This is a safe and secure school.'
- Pupils are helped to gain understanding about different forms of bullying, including physical, verbal and cyber bullying. They say that bullying and bad behaviour are uncommon in their school, but if there are any incidents, they know who to talk to and they are confident that leaders will take action to sort things out. School records checked confirm their views.
- Provision for pupils' spiritual, moral, social and cultural development is good. Regular prayers and reflection time, together with discussions about other people's feelings and beliefs all contribute strongly to pupils' personal development. Topics about other countries, for example Australia, make sure that pupils have a good understanding of other cultures and practices.

- The breakfast club provides a cheerful start to the school day. It is a safe, calm environment and a useful resource for parents. The food and activities provided make sure pupils are ready for their lessons.
- Although most pupils attend regularly, some do not. Attendance figures for the autumn term in 2013 were higher than in the same term in 2012. The improvement is a result of the firm action taken by leaders who are working with the small number of families who still do not bring their children to school regularly. However, leaders have not yet persuaded every parent that their children should not miss the good education that the school provides.

### **The leadership and management are good**

- Actions taken by leaders and managers have successfully improved teaching and raised achievement since the previous inspection. The headteacher is a dynamic leader who has raised the expectations of staff about what pupils can achieve when they are properly challenged and, consequently, pupils' achievement has risen to be good. She is ably supported by her leadership team, a united team of staff and effective governors.
- The school's own self-evaluation of its strengths and areas for improvement is accurate. Detailed and comprehensive action plans are rigorously carried through so leaders can check what has been successful and what should be further developed. This good practice has led to significant improvements in reading, writing and mathematics across the school.
- Regular and rigorous checks are made on the quality of teaching by all leaders. Coaching and support, together with extensive training, have all brought about improvements to the quality of teaching. Some subject leaders are, however, new to their posts and have not yet received training to be able to fully analyse and use the information collected about pupils' progress to lead further improvements in their subjects.
- Annual targets are set for teachers based on the school's priorities and linked to pupils' progress. Pay increases are only awarded where teachers can demonstrate that they have met the challenging targets set and that pupils are reaching the levels expected.
- The curriculum helps promote pupils' literacy, numeracy and information and communication technology skills well. Additional learning opportunities including visits, visitors and clubs also provide pupils with rich and memorable experiences. The use of outdoor areas, particularly for the Early Years' Foundation Stage, makes a major contribution to children's enjoyment of school.
- Leaders are using the new sports funding provided by the government to train staff to deliver physical education lessons more effectively and improve pupils' physical well-being. Only a small portion of this funding has been received to date but already staff are more confident in teaching physical education and pupils are benefiting from the improved warm-up and cool-down parts of the lesson.
- The local authority has provided good support to the school since the previous inspection and has helped sharpen the school improvement plan following the previously identified weaknesses. The local authority rightly has confidence in the school's leaders.
- **The governance of the school:**
  - Governors have a wide range of experience which they put to good use on the school's behalf. They have responded to the recommendations made by Ofsted in the school's monitoring visit in March 2013 and, as a result, know the school well and provide improved levels of challenge

and support to leaders. Governors visit the school and receive regular reports from senior staff. They competently analyse data on pupils' progress and attainment, including on the progress made by all groups of pupils. They have a good knowledge of how well the staff and pupils are performing and are able to hold leaders to account for the school's performance. For example, they know how the pupil premium is used and the impact this is having on the learning of eligible pupils. Governors know what the quality of teaching is across the school from close observation and analysis of information on pupils' progress. Appointed governors set targets for the headteacher and check that pay increases for teachers and leaders are linked to pupils making good progress. All governors have added to their skills through recent training and ensure that they fulfil their statutory duties, including safeguarding, which meets requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	104379
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	439334

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	233
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Grinsted
<b>Headteacher</b>	Lynnette Holden-Gough
<b>Date of previous school inspection</b>	5 December 2012
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