

Corpus Christi Catholic Primary School

Langbank Avenue, Ernesford Grange, Coventry, CV3 2QP

Inspection dates 12–13 May 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in every key stage which results in good achievement. Attainment is rising and is broadly average at the end of Year 6.
- Teaching is effective because work is matched well for pupils of all abilities.
- Children make a good start in the early years and so are well prepared for Year 1.
- Pupils behave well and have a positive attitude towards their work. They know that adults will respond to any concerns they have and so feel safe.
- The teaching of phonics (the sounds that letters make) is excellent, resulting in above average results in the national phonics screening test in Year 1.
- The spiritual, moral, social and cultural development is a strength of the school.
- The headteacher and senior leaders have a clear vision for school improvement and are rigorous in checking to see that this happens. Consequently, the school is continuing to improve.
- The governing body have a good understanding of the school's strengths and areas for development and support and challenge the school well.
- The school cares extremely well for all its pupils, demonstrated through the school's clear focus on pastoral care, especially for those who are vulnerable.

It is not yet an outstanding school because

- Pupil's comprehension skills are not fully developed.
- Teachers do not always use questions well enough to deepen pupil's knowledge and understanding.
- The leadership of subjects other than English and mathematics is not fully established to ensure leaders check that pupils are reaching their potential.

Information about this inspection

- The inspectors observed pupils' learning in 17 lessons taught by 10 different teachers, and held meetings with governors, staff, groups of pupils and a telephone conversation with a representative of the local authority. Two lessons were jointly observed with the headteacher.
- The inspectors observed the school's work and looked at planning documents, monitoring records, data on pupils' progress and attainment, and pupils' work.
- The inspectors took account of the 25 responses to Parent View (the online questionnaire), together with the 35 responses to the staff questionnaire.

Inspection team

David Shears, Lead inspector	Additional Inspector
Helen Booth	Additional Inspector
Alwyne Jolly	Additional Inspector

Full report

Information about this school

- Corpus Christi Catholic Primary is an average-sized primary school.
- The proportion of disadvantaged pupils supported by the pupil premium (additional government funding to support pupils who are known to be eligible for free school meals or looked after by the local authority) is above average at just over 36%.
- The proportion of disabled pupils and those who have special educational needs is below average at just over 14%.
- The proportion of pupils who speak English as an additional language is well above average at just over 41%.
- The majority of pupils are from a variety of ethnic minority groups, the largest being Black African pupils at just under 29%. The large minority of pupils are of White British heritage at just over 47%.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Children in the Nursery attend on a part-time basis, while those in the Reception class attend full-time.
- There has been a significant change of staff since the last inspection. Currently, there are a number of vacancies on the governing body.
- The school runs a breakfast and after-school club for pupils attending the school.

What does the school need to do to improve further?

- Raise achievement in reading by giving more opportunities for pupils to analyse and understand a wide range of texts to improve their comprehension skills.
- Strengthen teachers' questioning skills to deepen pupils' knowledge and understanding so that pupils of all abilities make rapid progress in their learning.
- Build on the effectiveness of leadership in English and mathematics by developing a new structure for the leadership of other subjects so that leaders are able to check their effectiveness in developing fully pupils' knowledge and skills.

Inspection judgements

The leadership and management are good

- The headteacher, ably assisted by other senior leaders, give a strong lead in the development of the school. Their vision for school improvement is embraced by all staff. Senior leaders have created a strong team that prioritises pupils' academic and personal development. Consequently, both pupils' behaviour and achievement are good.
- Middle leaders, including those who lead provision for disabled pupils and those who have special educational needs and the early years, are effective. They have a clearly defined role and enjoy the challenge of making a difference to pupils in their areas of responsibility. They, along with the senior leaders, carefully check the quality of teaching and learning in order to celebrate success and continue to improve its effectiveness so that pupils' achievement continues to improve. Their impact is seen in the trend of improving attainment at the end of each key stage.
- The school's values underpin the excellent care of all pupils, particularly those who have specific needs. This care extends to supporting their families. All are welcomed and supported and the school makes sure that there are equal opportunities for all and that there is no discrimination.
- The arrangements for safeguarding fully meet requirements and, as a result, all pupils are safe and well cared for in school, especially those who may be more vulnerable.
- The extra funding for disadvantaged pupils, most of which is spent enhancing staffing so that these pupils are able to receive more focused academic and personal support, is having a positive effect so that the gaps between their attainment and progress that of other pupils is closing in many areas.
- The additional primary sports funding is being used well to enhance school sport both in lessons and through extra-curricular activities. As a result, more pupils are having the opportunity to participate in sport.
- The school's curriculum is broad and balanced, including many enrichment opportunities for pupils. For example, pupils in Key Stage 2 all learn to play a musical instrument and there a visiting artist helps to develop pupil's creative skills. There is a clear focus on pupils' spiritual, moral, social and cultural development which is promoted exceptionally well throughout the school. This ensures that pupils are prepared well for life in modern Britain. However, pupils' comprehension skills in reading are not fully developed.
- Although subject leadership of English and mathematics is strong, there is not yet a clear leadership structure for all subjects to enable them to check that pupils are able to reach their full potential.
- The local authority gives light touch support to this good school through regular visits to check the school's evaluation and provide further guidance.
- **The governance of the school:**
 - The governing body has a good understanding of the school's strengths and areas for development. It checks to see how well the school is performing compared with schools nationally and is well informed about how pupils are achieving in school. Governors have a clear understanding of the effectiveness of teaching in the school and how this information is used to inform decisions about teachers' pay. Governors know about the effectiveness of the pupil premium funding. The governing body supports the school well and is able to challenge school leaders through questions in meetings. It monitors different aspects of the school and recognises the need to ensure that this is clearly focused on the main identified areas for improvement.

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

- The behaviour of pupils is good. They behave well in lessons and have good attitudes towards their learning. Pupils are able to work sensibly with others, supporting each other in their learning. They also behave well when walking around the school and at break times. This is because they are clear about the school's expectations for behaviour and talk about how pupils are rewarded when they behave well. The majority of staff and parents who gave their views agree that the behaviour of pupils is good.
- Pupils recognise that there are occasions when a few pupils do not behave as well as they could. However, they are confident that any issues are addressed by adults. Similarly pupils who find good behaviour difficult to maintain are given good support to help them improve.
- The school keeps careful records of behaviour incidents and these show that behaviour is good and that any issues are dealt with well. Consequently, exclusions are rare.
- Some pupils receive extra help from staff whose job it is to give pastoral support and guidance not just to the pupils but their families as well. This is proving to be highly effective in enabling these pupils to grow in confidence and self-esteem, which then impacts on the academic progress that they make.
- The school promotes the importance of attendance well both with pupils, who receive rewards for high attendance, and with parents through the newsletter. Consequently, attendance has continued to rise and is above the national average.
- Pupils say that they enjoy the breakfast and after-school care provided by the school. Behaviour was seen to be good and there is the expectation that they tidy up at the end of the session.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils have a good understanding of what constitutes bullying and say that this is uncommon in school. However, they know that any issues are dealt with successfully and so they feel safe. The large majority of parents and staff who gave their views agreed that pupils are kept safe.
- Staff attend regular training to ensure that pupils are kept safe, including e-safety, and this is monitored in school when pupils are using the computer.
- Pupils are taught about how to keep themselves safe. This has included visits from the police about 'stranger danger' and pupils are reminded about keeping themselves safe at the end of the school day and during school holidays.

The quality of teaching is good

- Teaching is good because teachers plan work that is at the right level for pupils of all abilities. This means that pupils build successfully on their previous learning and make good progress. For example, pupils were learning how to calculate area, with some pupils using regular shapes, such as squares and rectangles, and the most able exploring more complicated shapes.
- There are highly positive relationships between adults and pupils. Consequently, pupils have positive attitudes towards their learning and work hard. Activities are designed to interest pupils and engage them in their learning.
- Teaching assistants are used well to support groups of pupils and individuals in their learning. In particular, disabled pupils and those who have special educational needs, and those who need extra support through the pupil premium funding, are given extra help to ensure that they make good gains in their learning. For example, individual support for disabled pupils and those who have special educational

needs has had a positive impact on their reading skills.

- Teachers generally use marking and feedback effectively to encourage pupils when they do well and tell them how they could improve their work. Often pupils have the opportunity to respond to these comments and this is having a positive impact on their learning.
- While there are good examples of teachers using questions effectively to make pupils think hard and deepen pupils' knowledge and understanding, this is not consistent. There are times when some pupils find it difficult to explain their thinking. This means that pupils are not enabled to make rapid progress in their learning.
- The teaching of phonics is a strength of the school. This is because pupils receive tailored support in smaller groups that enables them to thrive and make excellent progress. More recently teachers have been working to improve further the quality of reading in school. However, there are too few opportunities for pupils to read, analyse and understand what they are reading in a wide range of texts.
- Teachers focus well on the development of writing. Pupils are enabled to construct a clear plan for writing about a particular topic that culminates in a sustained piece of writing. Pupils practise their writing skills regularly and their books clearly show that the quality of their work has improved considerably.
- Similarly, the leader of mathematics has worked well with teachers, focusing on the expectations of the new curriculum such as the need for pupils to be able to use their reasoning skills to tackle problems and, as a result, progress in mathematics is securely good.

The achievement of pupils

is good

- Achievement is good because pupils make good progress in all key stages. This includes pupils from different ethnic minority groups, including Black African pupils. The school's drive for improvement has resulted in rising attainment in reading, writing and mathematics which is at least in line with the national average at the end of Year 6. Consequently, pupils are well prepared for the next stage in their education.
- Disabled pupils and those who have special educational needs generally make good progress in their learning because they are given extra support that helps them to fully understand their work and build on their knowledge. This ensures that the needs of these pupils are met.
- The most able pupils are given work that enables them to make good progress in their learning. For example, pupils were learning to solve mathematical problems and explaining their reasoning using mathematical language.
- Pupils who speak English as an additional language are quickly given effective support in their speaking and listening skills starting in the Nursery class, including the use of external help to work with these pupils. Consequently these pupils make good progress from their starting points.
- Pupils in the early years and Key Stage 1 are achieving very well in their phonics and results in the Year 1 checks show that they attain above the national average.
- The achievement of disadvantaged pupils is improving well and gaps are now closing. In the 2014 Key Stage 2 test results, these pupils were one term behind others in the school in reading, three terms behind in writing and four terms behind in mathematics. When compared with the performance of other pupils nationally, those supported by the pupil premium were two terms behind in reading, four terms behind in mathematics but with little difference in standards in writing.
- Disadvantaged pupils made better progress than others nationally in reading and writing, although this was not as strong in mathematics. However, due to the extra support they have received, the gap in attainment between disadvantaged pupils and others currently in school is closing because pupils are making at least good progress.

The early years provision is good

- Children make a positive beginning in the early years from their various starting points because they settle quickly and are given effective care and support. A significant proportion of children arrive with communication and language difficulties or particular personal, social and emotional needs. The setting is quick to identify these and to provide extra help so that they are soon able to learn well. Consequently, pupils make good progress throughout the early years, so that the majority reach a good level of development and so are well prepared for Year 1.
- Teaching in the early years is good because staff assess children regularly and ensure that they are given activities that enable them to develop well in all areas of learning and personal development. Staff take note of children's interests and uses these to engage them well in their learning. Children enjoy learning both indoors and in the outdoor environment. Some staff use questions well to further develop children's understanding but this is not consistent throughout the early years.
- As children move through the early years they learn what it means to behave well. They are beginning to explore their spiritual, moral, social and cultural development. Relationships between staff and children are very positive and so children feel safe and secure in the Early Years environment which is bright and welcoming. Consequently, they make good progress in their social skills and are learning to work and play alongside each other.
- The leadership of the early years is good. The whole unit is working well together to make the provision better for all children. Productive partnerships with parents are built. Each child has a separate display highlighting what they have done well in the past two weeks and parents are encouraged to contribute to this by adding information about what their child has done well at home. While the setting is pleased with the progress that children make they have identified the need to focus more on the development of language to further develop children's speaking and listening skills.

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

Unique reference number	103725
Local authority	Coventry
Inspection number	461820

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	284
Appropriate authority	The governing body
Chair	Teresa McNamara
Headteacher	Debra Newman
Date of previous school inspection	16 January 2012
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