

# Corpus Christi Catholic Primary School

Inspection report

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<b>Unique Reference Number</b>	100630
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	276354
<b>Inspection date</b>	9 October 2006
<b>Reporting inspector</b>	Sheila Nolan

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	361
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Anne Brown
<b>Headteacher</b>	Mr John P Wentworth
<b>Date of previous school inspection</b>	10 July 2000
<b>School address</b>	Trent Road London SW2 5BL
<b>Telephone number</b>	02072744722
<b>Fax number</b>	02077372796

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Corpus Christi Catholic Primary School mainly serves families worshipping in three local parishes. The school has enjoyed stable leadership over a number of years as well as a high level of parental support. Approximately half of pupils are from minority ethnic heritages. Whilst a higher proportion than is typical nationally has a home language other than English, the majority are fluent speakers by the start of Year 1. Those with learning difficulties and disabilities account for a smaller than expected share of the school's population. The school operates on two sites, on either side of a quiet road.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

Parents are unanimous in their praise for Corpus Christi. 'This school is such an asset in the heart of Brixton' commented one. Exceptionally strong parental support for the school's academic and pastoral expectations is one major factor in the school's success in providing an outstandingly effective quality of education for its pupils.

Pupils are very proud of this safe and happy school with its mixed community and harmonious relationships. They love everything about it from the 'Corpus Christi morning smile' at assembly and their smart uniforms to the 'fun in lessons' and the exciting range of enrichment opportunities. Pupils' outstanding personal development is a real strength and underpins their exceptional academic progress. Attendance figures are very high because pupils enjoy their many responsibilities within the school and wider community, including their care for younger children. They are well prepared for future education and working life in a community rich with difference, not only through their success in basic skills but also in their understanding of society's many roles. Many visits and visitors bring insights into working opportunities. Pupils are keen to stay healthy, pleased at their interesting meal choices, and really enjoy the good range of physical activities.

Standards in test results in English, mathematics and science and in lessons are very high. All pupils achieve exceptionally well from broadly average starting points. Central to their excellent progress is the school's view of learning as a continuous process from the Nursery to Year 6. The overwhelming majority of pupils completing the good quality Foundation Stage transfer to the main school because parents appreciate children's fast progress. 'I feel my child has had the best possible start in the nursery' wrote a parent. Very careful co-ordination of planning between subjects ensures that pupils make best use of lesson time in all years. This exemplary planning is at the heart of the outstanding teaching and learning. Teachers are rigorous in their assessment of children's understanding and aim to encourage their independent and accurate evaluation of their work. Nevertheless, the school agrees that there are sometimes missed opportunities to further this even more through ensuring that pupils record their responses to marked work. Care, guidance and support are exceptionally strong with very good systems to share academic and other goals and progress reports with pupils and parents.

The headteacher's outstanding leadership and management over many years are at the core of sustained high standards and continuous improvement. His inspirational and relentless drive ensures a high level of consistency in school procedures and also fosters exceptional teamwork among all staff. Regular professional development supports excellent senior and middle leaders as well as classroom teachers and assistants. Other key elements of success include shared community values and willing acceptance that regular monitoring and reviews are essential to fuel the school's strong capacity for further improvement. Governors, too, are very supportive and provide keen ears for the views of the local communities.

### What the school should do to improve further

\* Increase opportunities for pupils to record improvements to their work following marking.

## Achievement and standards

### Grade: 1

'Children thrive academically' noted a parent. Indeed, pupils achieve outstandingly well and reach standards that are much higher than those expected nationally. Exceptionally high results in national tests have been sustained year by year. Challenging targets, very rigorous checks on pupils' progress and 'amazing support' contribute significantly to academic success.

From a broadly average base, children in the nursery and reception class make very fast progress towards the expected learning goals. As a result, they begin Year 1 with attainment above average. Those at the early stages of learning English make rapid gains in fluency. Progress is outstandingly strong in personal, social and emotional development, in knowledge and understanding of the world and in creative development.

Reading, writing and mathematics at the end of Year 2 are well above average. In 2006, results were even higher than in 2005 and progress faster in relation to pupils' starting points. Pupils sustain rapid progress to Year 6. Over twice as many pupils as expected nationally regularly reach the highest levels in English, mathematics and science. Different groups of pupils achieve equally well, including those with learning difficulties and disabilities.

## Personal development and well-being

### Grade: 1

Personal development and well-being are outstanding, and parents agree. 'This school is excellent at building children's confidence and self-esteem'. Close to full attendance illustrates how much pupils look forward daily to school. They enjoy their friendships and are enthusiastic about lessons. Through the school council and circle time pupils voice their views confidently. They are rightly proud of their part in securing play-area equipment, after-school chess and a 'mufti day'.

Pupils' feel very safe in school and are very responsible in the play areas and in crossing the road. They greatly trust staff and are confident to share any concerns about themselves or others. Spiritual, moral, cultural and social development is outstanding. They share eagerly in the many opportunities for prayer and reflection. Relationships between children are very positive and characterised by a marked tolerance and respect for cultural and ethnic differences. The international event is a clear favourite. They are generous over success in others and try to modify any unkind behaviour around them.

Most try to eat healthily and think 'Kirsty's lunches are fantastic'. Years 3 and 4 manage their organic vegetable allotment with enthusiasm and speak knowledgeably about the need to eat fresh vegetables. An increasing number cycle to school and take part in the out-of-hours sports clubs. Pupils take on a wide range of responsibilities and act as buddies for younger pupils. They raise funds for several charities and respond very generously to emergency appeals. Excellent attention to basic skills together with a strong 'can do' culture prepares pupils very effectively for future economic well being.

## Quality of provision

### Teaching and learning

#### Grade: 1

Pupils' work reflects consistently good teaching with some outstanding practice. Because teachers plan very well, have an accurate understanding of pupils' earlier learning, and provide many interesting activities, pupils readily immerse themselves in activities in lessons. They respond well to high expectations of work and behaviour and 'do their best'. Excellent teamwork between teachers and classroom assistants ensures work is well suited to individuals, particularly those with learning difficulties and disabilities. Teachers check pupils' understanding in lessons very successfully but sometimes miss opportunities to help pupils record how they improve work after marking.

### Curriculum and other activities

#### Grade: 1

The curriculum is outstanding because it is exceptionally well co-ordinated from Nursery to Year 6. There are excellent opportunities for music, art and sport as well as recently introduced Spanish for all ages. Themed projects, such as that on the Second World War, enliven history and geography, a marked improvement since the last inspection. Personal, social, health and citizenship education makes an important contribution to helping pupils develop into mature and caring people. Besides well-resourced independent activities and effective teacher-led sessions, the Foundation Stage prepares children very well for main school routines. Enrichment activities during and after the school day are varied and range from 'sleep-overs' at the science museum to pizza making at a local restaurant.

### Care, guidance and support

#### Grade: 1

Care, guidance and support are outstanding throughout the school. Pupils are well known individually to staff and their personal development is carefully supported and monitored. Concerns about vulnerable pupils are followed up carefully and quickly. 'We can approach the staff anytime about cares and concerns' commented parents. Very good liaison with external agencies underpins care for pupils with learning difficulties and disabilities and for those with other needs. The school environment is secure with excellent attention to safety between the two sites.

Arrangements for pupils' academic guidance are very effective. Excellent tracking and support systems run from the Nursery to Year 6. Pupils' progress is carefully checked and any falling off picked up quickly. Whilst pupils have targets and are keenly aware of how well they are doing, they understand that doing one's best is what really matters.

## Leadership and management

#### Grade: 1

Outstanding and stable leadership and management are reflected in sustained high performance over many years. Co-operative working amongst staff at all levels together with the dedication of the headteacher and senior team has created a happy and peaceful school that works very

effectively. Clear emphasis on collective responsibility ensures that senior and middle leaders are fully accountable for their areas. Their impact is apparent in the quality of classroom practice, in pupils' fast progress and in the good coordination between each key stage. The Foundation Stage team is very well led and managed. Governance is good. Governors are well grounded in local communities and have good if informal knowledge of parents' and others' views on which they draw to challenge the school if necessary.

The strong culture of self-evaluation is based on a shared understanding among staff that regular monitoring and feedback are essential to maintaining high performance. As a result, the school has a robust capacity to improve even further and to extend its work with partner schools. Parents' views are welcomed and sought regularly. Close to 90 per cent of families returned questionnaires that were overwhelmingly positive. Issues from the last inspection have been effectively addressed so that information and communications technology resources are good.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

You may remember that I visited your school recently. I would like to thank you for your very friendly welcome and for sharing your ideas and opinions with me. Thank you especially to those of the school council who came to talk to me. I am sure you will want to know what I found when I joined you in your cheerful and exciting classrooms and in the play areas.

You and your parents are rightly proud of Corpus Christi. The overwhelming majority of you think it is an excellent school. I agree with you. Your outstanding headteacher and staff want the very best for you and are determined that you make as much progress as you can in lessons. Because you enjoy school, attend very well and work hard, you reach high standards in English, mathematics and science. Your parents too play a big part in your success as they are exceptionally supportive of you and the school. You have lots of other exciting events and activities. You tell me Spanish is a favourite as well as the international food week and that there are many interesting visits and visitors.

Your teachers know you all individually and look after you very well. You told me you felt really comfortable in the school and that you always had someone to help if you felt at all distressed. You try to eat healthily and take full advantage of good exercise opportunities. You act very responsibly in helping others, particularly as buddies for little ones. You are confident to express your views while remaining aware of others' feelings.

When thinking about how it could be even better, your school thought that it needed to help you more to evaluate your own work and to make important decisions for yourself on what needed to be improved. Your teachers are keen to help you record how you follow-up marking of your work. You can help here by always remembering to respond to any comments and corrections in your books.

I hope you continue to thrive at Corpus Christi and wish you the very best for your futures.

Sheila Nolan

Lead inspector