



# Corpus Christi RC Primary School

Inspection Report

**Unique Reference Number** 111713  
**LEA** Middlesbrough Borough  
**Inspection number** 278759  
**Inspection dates** 9 February 2006 to 10 February 2006  
**Reporting inspector** Mrs Moira Fitzpatrick

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

|                                    |                    |                           |                   |
|------------------------------------|--------------------|---------------------------|-------------------|
| <b>Type of school</b>              | Primary            | <b>School address</b>     | Cargo Fleet Lane  |
| <b>School category</b>             | Voluntary aided    |                           | Middlesbrough     |
| <b>Age range of pupils</b>         | 3 to 11            |                           | TS3 8NL           |
| <b>Gender of pupils</b>            | Mixed              | <b>Telephone number</b>   | 01642 211597      |
| <b>Number on roll</b>              | 161                | <b>Fax number</b>         | 01642 231916      |
| <b>Appropriate authority</b>       | The governing body | <b>Chair of governors</b> | Mr Peter Carey    |
| <b>Date of previous inspection</b> | 1 October 1999     | <b>Headteacher</b>        | Mrs Carolyn Baker |

|                             |  |                                    |
|-----------------------------|--|------------------------------------|
| <b>Age group</b><br>3 to 11 | <b>Inspection dates</b><br>9 February 2006 -<br>10 February 2006 | <b>Inspection number</b><br>278759 |
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

The school is smaller than average. Although it is a Roman Catholic school, a growing proportion of pupils are from non-Catholic families. In the last two years, numbers have risen steadily because of the school's reputation in the community. Most children are from white British heritage, with less than 5% from minority ethnic groups. Only two children in the Nursery are at an early stage of learning English. The attainment of children when they join the school is very low, especially in language and personal, social and emotional development, which presents significant barriers to learning. The percentage of pupils eligible for free school meals is well above average. The percentage of pupils with learning difficulties and/or disabilities is above average, though there are no children with a Statement of Special Educational Need. The school holds a School Achievement Award and the Healthy School Gold Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Inspectors agree with the school that its effectiveness is good and that it gives good value for money. This is reflected in the good progress that children make from their very low starting points, so that by Year 6, they reach standards that in most years are close to the average. Their personal development and well-being are good. Good quality teaching and a well planned curriculum make learning enjoyable for pupils, while the school's outstanding care of pupils ensures that they feel safe and happy in school. Despite this, a few of the most capable pupils are not always fully stretched and teachers take insufficient account of these pupils in their planning. Parents agree that their children like coming to school and they are very happy with the provision made for them. Standards in the Foundation Stage are good given the children's starting points, but there is no provision for outdoor learning in the Reception class. While leadership and management are good overall, the expertise of subject leaders is uneven and requires development. The school has rightly identified extending its very good tracking in English and mathematics to other subjects this year. The school has made sound improvement since the last inspection and is well placed to continue to improve.

not applicable

### What the school should do to improve further

- Extend the very good practice for assessment and target setting used in English and mathematics to other subjects so that pupils have a good understanding of their learning in all subjects.
- Ensure that teachers' planning consistently takes account of the needs of the most capable pupils.

## Achievement and standards

### Grade: 2

Achievement is good because pupils make good progress from their very low starting points in the Nursery to Year 6. Last year, pupils' performance in national tests was above average overall in English, mathematics and science. Pupils who are now in Year 6 have had some disruption to their education in the past but they are on course to reach the challenging targets that have been set for them, though standards are lower than last year. Year 2 pupils are also on course to reach the targets set for them. While standards are below average in reading, writing and mathematics, Year 2 pupils have made good progress since they joined Year 1. Children in the Foundation Stage make good progress from very low starting points, though the majority do not reach the goals set in all areas of their learning. They make particularly good progress in their personal and social development, which helps their learning in other areas. Pupils with learning difficulties and/or disabilities progress as well as others towards the targets set for them because they are well supported by good assessment of their needs.

## **Personal development and well-being**

### **Grade: 2**

Pupil's personal development and well-being are good. Children are enthusiastic about coming to school, and they enjoy learning because their lessons are interesting. This is reflected in improved attendance, which is now broadly average. Very good behaviour results in the school being a friendly, happy and safe place. It prides itself on being a 'Friendship School' which reflects its values. Pupils are taught to recognise the good in others. For example, the Kindness Box contains the names and the good things pupils have noticed others doing. Spiritual, moral, social and cultural development is good overall. Spiritual development is very good, reflecting the school's Catholic ethos. Children learn about staying safe and have a good understanding of a healthy lifestyle. They make a very good contribution to the school and the wider community, by taking on responsibilities and through the school council. They participate in many charity events, including the sponsorship of a Ugandan child's education. By Year 6, pupils are well prepared for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils make good progress because teaching is good. It takes account of different needs and is planned to ensure success for individuals. Teachers involve pupils in assessing their own progress towards their targets in writing. This is having a positive affect as pupils know what steps to take to improve their work. The quality of relationships is a strength of teaching which makes pupils keen to work hard to please their teachers. Pupils co-operate very well with others, listen closely during lessons and make a prompt start on the tasks set for them. Teachers plan carefully to make the best use of the expertise of teaching assistants, visitors, parents and students. This provides good support for different groups of pupils, especially those with learning difficulties and/or disabilities, whose learning accelerates as a result. This is also beneficial in the Foundation Stage, where children need adult support to help their language development. Occasionally, teachers do not have high enough expectations of the most capable pupils and the good practice seen in some classes is not shared for the benefit of all. For example, not all teachers make clear their expectations of written work to be done in a given time. The school's monitoring procedures have identified this and the need to share the best practice for the benefit of all pupils.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum good because of the broad range of interesting and worthwhile activities in and out of lessons. The school adapts the curriculum well to meet the specific needs of its pupils. 'Smart Days' held every half term allow every child to thrive in an area of their own expertise, whether they are, for example, 'word smart' or 'music smart'.

However, the school is aware of the need to develop further the provision for gifted and talented pupils. Out-of-school clubs and activities which develop children's interests and abilities in such areas as sport and music are valued greatly by pupils. Children in the Reception class do not have access to provision for outdoor learning. The school recognises that this is a weakness and has the development of this provision as part of this year's improvement plan. The school's 'Space for Sports and Arts' is an asset to the school and provides an excellent resource for physical education and out of hours activities for the school and the community.

## **Care, guidance and support**

### **Grade: 1**

Pupils achieve well in their personal and academic development because of the outstanding care, guidance and support the school provides. Highly effective procedures are used for child protection, and all staff are very vigilant in their care of children who are vulnerable. Teachers take a personal interest in their pupils and their families and offer very good support whenever it is needed. Pupils feel very safe in the school and know their teachers will listen to their concerns in confidence. Teachers track the progress of their pupils well and are alert to any difficulties they have in learning. Assessment and marking of pupils' work are outstanding in English, where pupils are involved in assessing their own learning. This practice has yet to be extended to other subjects. Pupils with learning difficulties and/or disabilities are well supported through effective partnerships. Thorough procedures smooth children's start in the Nursery so they settle quickly. Likewise, very good links with high schools ease pupils' transition to the next stage of their education.

## **Leadership and management**

### **Grade: 2**

Leadership and management is good overall. The headteacher has provided very effective leadership for raising standards by developing systems that help teachers to track the progress of pupils. There is regular and rigorous monitoring of standards to ensure that pupils are progressing well towards their targets. This has had a notable affect on teachers' planning, which now caters for the needs of different groups. The role of subject leaders has been developed so that they now are accountable for improving standards and provision. While their expertise varies and is in need of further development, subject leaders are making a good contribution to the school's knowledge of its effectiveness. Governors give loyal and sometimes expert support to the school. They have rightly identified a need for closer links to find out about the school at first hand. The school works hard to involve parents and gather their views. Despite this, few parents are involved in the school, though they do strongly value what it does for their children. The school has made satisfactory progress since the last inspection, since when standards declined, owing to the effect of long term staff absence. However, standards are now rising in all classes. Given the determination and vision of the headteacher and the commitment of staff and governors, the school is well placed for further improvement.

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## 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> | <b>16-19</b> |
|--|-----------------------|--------------|

### 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> | 2   | NA |
| How well does the school work in partnership with others to promote learners' well-being?  | 2   | NA |
| The quality and standards in foundation stage  | 3   | NA |
| The effectiveness of the school's self-evaluation  | 2   | NA |
| The capacity to make any necessary improvements  | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection   | Yes | NA |

### Achievement and standards

|  |   |    |
|--|---|----|
| <b>How well do learners achieve?</b>   | 2 | NA |
| The standards <sup>1</sup> reached by learners   | 3 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress                              | 2 | NA |

### Personal development and well-being

|   |   |    |
|---|---|----|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 | NA |
| The behaviour of learners   | 2 | NA |
| The attendance of learners  | 3 | NA |
| How well learners enjoy their education   | 2 | NA |
| The extent to which learners adopt safe practices   | 2 | NA |
| The extent to which learners adopt healthy lifestyles   | 2 | NA |
| The extent to which learners make a positive contribution to the community                                    | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | NA |

### The quality of provision

|   |   |    |
|---|---|----|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 2 | NA |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 2 | NA |
| <b>How well are learners cared for, guided and supported?</b>   | 1 | NA |

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



**Leadership and management**

|  |     |    |
|--|-----|----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review      | 2   | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 2   | NA |
| How effectively and efficiently resources are deployed to achieve value for money  | 2   | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 3   | NA |
| The adequacy and suitability of staff to ensure that learners are protected  | Yes | NA |

|   |     |
|---|-----|
| <b>The extent to which schools enable learners to be healthy</b>  |     |
| Learners are encouraged and enabled to eat and drink healthily  | Yes |
| Learners are encouraged and enabled to take regular exercise  | Yes |
| Learners are discouraged from smoking and substance abuse   | Yes |
| Learners are educated about sexual health   | Yes |
| <b>The extent to which providers ensure that learners stay safe</b>   |     |
| Procedures for safeguarding learners meet current government requirements                                   | Yes |
| Risk assessment procedures and related staff training are in place  | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism                                | Yes |
| Learners are taught about key risks and how to deal with them   | Yes |
| <b>The extent to which learners make a positive contribution</b>  |     |
| Learners are helped to develop stable, positive relationships   | Yes |
| Learners, individually and collectively, participate in making decisions that affect them                   | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| <b>The extent to which schools enable learners to achieve economic well-being</b>                           |     |
| There is provision to promote learners' basic skills  | Yes |
| Learners have opportunities to develop enterprise skills and work in teams                                  | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form          | NA  |
| Education for all learners aged 14–19 provides an understanding of employment and the economy               | NA  |

## Text from letter to pupils explaining the findings of the inspection

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Mrs Carolyn Baker

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11th February 2006

Dear Children,

Thank you for the lovely welcome you gave us when we visited your school. You helped us find out a lot about your school and told us of the things you like best.

Here are some of the things we like best:

How very well behaved you are so that everyone can learn in lessons. Well done!

It was really nice to see how hard you work and how you help each other. This made your classrooms feel very warm and friendly.

We liked what some of you said about how kind your teachers are and how they look after you so well. We agree. You are lucky to have such caring adults around you.

We liked your family groups eating together at lunchtime. It was good to see older and younger pupils mixing so well.

We think you look after your school very well and that you have good ideas for making it better. Keep on sharing them with each other. It is turning you into really good citizens.

We think that by Year 6 you have become mature and caring and very polite and courteous. You are very well prepared for your next school and for making new friends.

Thank you again for all the help you gave us and for your extremely good manners and kind behaviour. To make things even better we have asked your headteacher and teachers to give some of you work that is a bit more difficult and all of you the chance to check up on your targets in mathematics, the way you do in English.

Best wishes for the rest of the year.

Yours sincerely,

Mrs Moira Fitzpatrick

Lead inspector