

# Corpus Christi Catholic Primary School

Inspection report

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<b>Unique Reference Number</b>	108024
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	309572
<b>Inspection dates</b>	18–19 March 2008
<b>Reporting inspector</b>	Judy Jones

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	371
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Lightfoot
<b>Headteacher</b>	Mr O'Mahony
<b>Date of previous school inspection</b>	15 March 2004
<b>School address</b>	Halton Moor Avenue Leeds West Yorkshire LS9 0HA
<b>Telephone number</b>	0113 2483095
<b>Fax number</b>	0

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average school, situated in an area of high social disadvantage. It draws its pupils mainly from the immediate locality. Most pupils are of White British heritage but a small proportion come from families with Black British or African backgrounds and from Eastern Europe or further afield and speak little English when they arrive. The proportion of pupils with learning difficulties and/or disabilities is below average. More pupils than average join or leave the school outside the usual starting and leaving dates. The school is currently led by an acting headteacher.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory education for its pupils and has areas of significant strength, particularly in relation to pupils' personal development and the care all staff give pupils to ensure this. The Christian teaching underpins all the school does, so that pupils' spiritual development is outstanding. Behaviour is also excellent. Pupils enjoy being at school and learning. They are friendly and welcoming to all and are particularly good at helping those they see as being less fortunate than themselves. This shows in the large sums of money pupils raise for charity, and at a personal level, in the way they welcome pupils joining the school during the year and make them feel part of the school family. They are especially supportive of children who arrive speaking no English.

Pupils' achievement is satisfactory overall. However, their progress is patchy, with pupils making good gains in some year groups and marking time in others. In some classes, progress is slower in mathematics than in English. Achievement in science is unsatisfactory, and has been for several years because investigative work does not reinforce pupils' understanding of science. The uneven progress between Years 1 and 6 is due to inconsistency in quality of teaching. At its best it is outstanding, but often lessons are not sufficiently focused on what pupils need to learn.

The curriculum is satisfactory, but lacks innovation to ensure it is rich and exciting. Subject teaching is based largely on published schemes. A strength is the strong emphasis on speaking and listening, so that by the time pupils leave they are confident and articulate young people. Preparation for future economic well-being is satisfactory, and strengthened by pupils' increasingly confident use of information and communication technology (ICT).

Leadership is satisfactory. Since the previous inspection the school has been without a permanent headteacher for several years. The governors have tried hard to recruit a permanent headteacher, but have not yet been successful in this. In the meantime, the school is being very ably guided by an acting headteacher who, since his appointment at Christmas 2007, has made a realistic assessment of the school's strengths and weaknesses and set up a number of key changes. The educational direction of the school is clear. Teachers and support staff are fully on board for the changes and they appreciate the improved opportunities to develop professionally.

The school offers satisfactory value for money and shows satisfactory capacity for improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

Most children join the Foundation Stage (Reception classes) with skills that are well below those expected of children nationally, particularly in personal, social and emotional development, and in communication, language and literacy. Well-focused teaching ensures that children make good progress, so that over half reach average levels by the start of Year 1. They are encouraged to grow in confidence and self-esteem. This enables them to enjoy their learning, care for each other and have fun together. The recent introduction of a phonics programme, for example, has motivated and engaged children and, as a result, they make outstanding progress in this area. There is strong focus on developing their speaking and listening skills, and the development of children's independence is having a significant impact. Foundation Stage teachers and support staff are good at assessing the progress of each individual child. Detailed records are kept and these are used carefully to match work to children's needs and abilities. Outdoor

provision is carefully planned, and despite being restricted by the small size of the outside play area, is used imaginatively. By the time the children leave the Foundation Stage, their skills are still below those typical of children nationally, but they have made good progress in their learning.

### **What the school should do to improve further**

- Raise standards in science, particularly in investigative work.
- Improve the quality of teaching and learning in Key Stages 1 and 2, so that learning objectives focus on what pupils need to learn rather than what they will do.
- Review and revise the curriculum in order to introduce greater creativity and relevance for pupils.

A small proportion of schools whose overall effectiveness is judged to be satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

By the end of Year 6 standards are below average in mathematics and English and significantly below average in science. Achievement is satisfactory, overall. In both Key Stages 1 and 2 progress is uneven. In some year groups, children learn at a good rate, whilst in others progress falters. The achievement of pupils from minority ethnic backgrounds is slightly higher than that of others, and pupils with learning difficulties and/or disabilities make similar progress to their peers. Pupils who arrive speaking very little English are given appropriate support and most learn to speak English quickly.

Achievement is best in English, where pupils' speaking and listening development has been a whole-school focus for the last 18 months. Pupils speak confidently and fluently. The school has worked hard to improve writing and can show evidence of improvement. Mathematics results have improved over the last three years but Achievement in science is weak because pupils do not develop investigative skills sufficiently well to support the concepts they are investigating.

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

### **Grade: 2**

Pupils develop as confident individuals who enjoy school. Spiritual, moral, social and cultural development is good overall. It is effectively developed through the school ethos, assemblies, religious education and the personal development programme. Spiritual development is a particular strength. The school's caring 'family' approach fosters strong relationships between adults and pupils, and each pupil's contribution is valued. Pupils say teachers make them feel welcome, and try to do the best for them. Behaviour is exemplary, both in lessons and on the playground, and bullying and racial abuse is not tolerated.

All pupils have a good understanding of the importance of leading a healthy lifestyle; many choose healthy lunch options, and they participate in a variety of physical education and sporting activities on offer. Many of the older pupils take on roles of responsibility within the school, including those of playground buddies and prefects. The school council has a proactive role in suggesting improvements to the school such as creating the school mission statement and setting up school discos. Links with other faiths, including Islam and Judaism, and visits to local

mosques and temples give pupils an understanding of other cultures, and assembly times are occasions of profound reflection. Pupils are well prepared for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory overall. There are some examples of good and outstanding teaching. However, this is not a consistent picture throughout the school. In many lessons teachers are not clear enough about what pupils should be learning. Frequently, learning objectives describe what pupils will do rather than what they will learn, or the objectives are too general.

A strength of teaching is the way in which all teachers expect pupils to respond clearly and in sentences when they answer questions. Consequently, pupils speak confidently in class, when they make presentations in assemblies or engage in conversation with adults.

Assessment is improving, but target setting is at an early stage and not yet having a measurable impact on progress in all classes. In some classes marking is used well to indicate to pupils how well they are doing and how they can improve, but this is not yet a consistent picture throughout the school.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum meets requirements and is appropriately focused on literacy, numeracy and ICT skills. At present there is no senior leader in overall charge to monitor the effectiveness of the curriculum or to drive forward improvements.. There is, however, a constructive link between ICT and other lessons through the recent introduction of laptop computers that can be used in classrooms. The programme for personal development is well planned and supports the ethos of the school.

The recent removal of afternoon break for Key Stage 2 pupils has lengthened teaching time but this has not yet had an impact on standards. Friday afternoon enrichment activities are not linked to the overall curriculum and their contribution to the curriculum has not been evaluated.

After-school activities are mainly sporting and for older pupils, though there is a popular ICT club. A useful link with the local secondary school gives pupils an opportunity to explore additional techniques in design and technology. There are opportunities for the more able pupils through additional activities. For example, the recent Bollywood dancing and film making projects gave some pupils a chance to further extend their talents. All Year 6 pupils are looking forward to the annual residential trip that helps them to develop independence and self-reliance in a safe setting.

### **Care, guidance and support**

#### **Grade: 2**

Inclusion is at the heart of everything the school does. Strong links with a range of outside agencies, such as Catholic CARE and the Extended Schools Forum ensure that the welfare of all pupils is always paramount. For example, the Visually Impaired Service use the school as an exemplar of good practice. Systems are in place to promote good behaviour, and a range of strategies encourage pupils to adopt a sensible and considerate approach to their classmates.

There are robust systems in accordance with statutory requirements to ensure the safety and well-being of all pupils.

The school now has a tracking system for identifying pupils who need additional support and guidance. As a result, it has put into place some measures to support them and improve their progress. Pupils with learning difficulties and/or disabilities are identified and skilled support staff give additional help through a wide range of intervention programmes. Parents are overwhelmingly supportive of the care the school takes of their children, and are beginning to make use of family learning programmes arranged by the Extended Schools Forum for parents of children about to transfer to secondary school.

## **Leadership and management**

### **Grade: 3**

The professionalism and determination of the staff have enabled the school to sustain satisfactory leadership and high standards of personal care for its pupils despite the lack of a permanent headteacher. The recently appointed acting headteacher has a clear vision and strong leadership style which enthuses his staff. He is supported by his senior leadership team, who are developing their leadership skills through the temporary support of an experienced deputy from another school. The school's self-evaluation is mainly accurate and the acting headteacher has a realistic grasp of the school's need to improve results. As a result, teachers and support staff are aware of what they must do to make this happen.

The whole-school action plan demonstrates the understanding of what needs to be done to improve the school. It is focused on improving pupils' progress and developing a strong curriculum to support pupils' learning, and acknowledges the need to strengthen the role of some subject coordinators. Governors understand the strengths of the school well and recognise the need to improve achievement. They are providing support for the current leadership team in bringing about improvement, and are working hard to recruit a suitable permanent headteacher.

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## Annex A

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

<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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

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

Thank you for making the inspectors so welcome when we visited your school. We enjoyed seeing how you work and how well you all get on with each other and with your teachers. Your behaviour is excellent in lessons and at other times, and your life as part of the Church family is very important to you. You think deeply about your life at school and about the wider world and you raise a lot of money to help people in need. Those pupils who come to school knowing little English will know that the others are helpful, so that they quickly learn and join in with lessons and play. Your teachers are very good at helping you to speak clearly and correctly and this shows in the confident way you talk to visitors and in the very good speaking out in assemblies.

In order to make your school better still, we have asked your teachers to do these things:

- help you to understand science better through investigating how science works
- set learning objectives in all lessons that help you to know how well you are doing
- try to give you more chances to be creative in all the subjects you are studying.

You will be able to help your teachers by continuing to listen well in your lessons and to work as hard as you can.

With every good wish for the future.