

# Corpus Christi Catholic Primary School

Inspection report

---

<b>Unique Reference Number</b>	108382
<b>Local Authority</b>	Gateshead
<b>Inspection number</b>	309675
<b>Inspection date</b>	3 April 2008
<b>Reporting inspector</b>	Margaret Shepherd

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 on roll</b>	
School	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Father Michael Purtill
<b>Headteacher</b>	Mrs Christine Ingle
<b>Date of previous school inspection</b>	1 September 2004
<b>School address</b>	Dunsmuir Grove Gateshead Tyne and Wear NE8 4QL
<b>Telephone number</b>	0191 4772175
<b>Fax number</b>	0191 4213060

---

<b>Age group</b>	3-11
<b>Inspection date</b>	3 April 2008
<b>Inspection number</b>	309675

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

This inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the rate of academic progress throughout the school; the accuracy of the school's judgement about the quality of pupils' personal development and the impact on the school of its leadership and management.

Evidence was gathered from the observation of lessons, lunchtime and playground arrangements. Discussions were held with pupils, members of the school council and the justice and peace group, staff, the senior leadership team and governors. Pupils' work, key documents and data including the school's self-evaluation were scrutinised. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the majority of the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

## Description of the school

The school serves an area with severe social and economic disadvantages. The proportion of pupils eligible for free school meals is above average. An above average proportion of pupils from several different minority ethnic groups attend the school and a tenth of pupils require support for English as an additional language. The proportion of pupils entering and leaving the school part way during the year is higher than average. By Year 6 only two thirds of the pupils remain who joined the school in Reception.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. The key reasons for its success are the very high expectations of the headteacher and the staff's shared determination to continually improve the school's provision. There is a very clear emphasis on every single member of staff, from the caretaker to the deputy headteacher, being a valued member of a team whose sole purpose is to make the school a challenging and supportive place for pupils to learn productively. The large majority of parents are very supportive of the school. The following comment typifies the views of many, 'We believe the dedication of all concerned has contributed greatly to the high levels of attainment ... the school's ethos and whole practice has enabled our children to develop very well socially and emotionally.'

Achievement is outstanding. Children enter school at a level that is well below that typical for their age; many have speech and language difficulties. By the end of Year 6 pupils' results in the national test are consistently above average. The pupils' very good progress is because of consistently good teaching, with some exemplary features and the very effective way pupils' performance is tracked so that help is given where required. By the end of Reception, most children reach the standards expected for their age in each area of learning except communication, language and literacy where many still fall below what is typical for their age.

In Key Stages 1 and 2, staff provide a very well balanced curriculum and take every opportunity to meet pupils' needs and interests. For example, in Year 1 pupils took it in turns to wear a crown and tell their partner what changes they would make if they were a king or queen. In Year 2 pupils were enthralled as their teacher turned into a witch and insisted that they helped her to think of ingredients for making a spell. In both cases pupils made good progress in their basic skills and did this in an exciting and stimulating context. Scrutiny of pupils' books shows that outstanding quality is a consistent feature of the school's provision. Other important contributions to pupils' progress are high expectations of each individual and the excellent use of homework, which is given regularly and marked carefully. The outstanding provision in Key Stage 1 results in very good progress. By the end of Year 2, standards rise to being average in reading, writing and mathematics. In Key Stage 2 the teaching and learning is of a high quality. Pupils have an extremely clear understanding of where they are in relation to precise levels of the National Curriculum, as well as what they need to do to improve their work to reach the next level. This attention to detail ensures that pupils continue to achieve extremely well and reach above average standards by the end of Year 6 in English, mathematics and science.

More able pupils are identified quickly and from their earliest time in school they receive additional challenge. Although there is a smaller proportion than usual of more able children entering the school, by the end of Year 2 the proportion of pupils reaching above average levels has increased to average and by Year 6 the proportion is higher than average in all tested subjects of English, mathematics and science. Pupils with learning difficulties and/or disabilities achieve extremely well. They receive carefully tailored programmes to match their needs. When they work in groups out of the classroom they gain confidence in basic skills. When they are in class lessons, support staff ensure that they play a full part in the learning. Achievement of pupils with English as an additional language is equally good. The school provides specialist support very effectively for these pupils and all staff work extremely hard to help them to gain confidence with English.

Pupils' personal development and well-being are outstanding. A very high priority is put on this aspect of their education. The curriculum systematically provides regular opportunities for this in lessons. For example, in religious education pupils in Year 6 wrote movingly about feelings in relation to Palm Sunday. Spiritual, moral, social and cultural development are excellent. There is a wealth of opportunities for pupils to go out in the community and for stimulating visitors to come into school. The excellent levels of care, support and guidance from all staff help pupils to develop into very confident, articulate and mature citizens. They have an excellent understanding of keeping safe and healthy and thoroughly enjoy the many opportunities for sport, particularly the expertise offered by the specialist in physical education. Pupils thoroughly enjoy their learning and this shows in their above average attendance rates. Pupils are proud of their roles within the school community, particularly in the school council and the justice and peace group. They take their fund raising very seriously and are compassionate about those less well off than themselves. Their preparation for their future lives is outstanding. The pupils' knowledge and understanding of business life is well developed and stands them in very good stead for their future lives. They benefit from experiences such as being videoed during 'interviews' for a management post in projects, by leading different teams and participating in presenting a marketing strategy in front of a group of business people. Behaviour is outstanding and there are high levels of racial harmony. This is evident both in lessons and in the playground, where the school provides a wide range of stimulating activities and resources for pupils to use together.

Leadership and management are outstanding. Monitoring is rigorous. The school sets itself challenging targets and then staff set out together to meet them. Refined systems of assessment and documentation that is efficient and fit for purpose contribute to further improvement of the school's provision. Governors know their school well but have been overcautious in spending which has resulted in a surplus above recommendations. The school has sustained the very good quality shown in the previous inspection and has improved provision. There is an outstanding capacity for future improvement.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Children make excellent progress in the Nursery and Reception classes. This is due to the stimulating and very well balanced curriculum together with the high quality teaching and learning. The meticulous deployment of staff ensures that children's learning is carefully matched to their different needs. Activities ensure the systematic development of basic skills within stimulating tasks, such as using five little ducks in the water to develop numeracy skills. The coordinator has a very clear view of how children should be learning through play in this age group and how provision can be continually improved. There are very high levels of care, support and guidance and children's personal development is excellent. The provision in both classes ensures that children truly create strong foundations for their future learning.

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

- Reduce the budget surplus so that pupils benefit fully from available funds.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

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

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	2
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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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	2
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

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

4 April 2008

Dear Pupils

Inspection of Corpus Christi Catholic Primary School, Gateshead, NE8 4QL

Thank you for being so very welcoming to me when I came to your school. You were all so friendly and helpful in answering my questions. I am writing to let you know what I found out.

You go to an outstanding school. All the staff work extremely hard to make sure that you get the best from all your learning experiences. You make an excellent start in Nursery and Reception and then you continue to do your best and work hard so that by the time you leave the school your standards are higher than usual for your age. You have a really good knowledge of the National Curriculum levels you are at, what you need to do to do even better and how near you are to getting the next level. Your teachers plan very interesting things for you to do in lessons. I really enjoyed seeing you learning from them, like the way you understood about sharing through the activity where the pupils in the 'rich' group shared their food and drink with those of you in the 'disadvantaged' group. Your curriculum and your teachers are excellent. Both of these things help you to learn well every day.

Your personal development is outstanding. You behave extremely well and the way that you work and play together is excellent. Your school councillors and the justice and peace group work really well and make your school a better place as well as helping those who are less fortunate than you outside of school. The business projects that you carry out are very interesting and help you to prepare for your future lives really well. You have an excellent understanding of keeping safe and healthy and obviously enjoy coming to school.

I agree with you that your headteacher knows you all really well and she leads your staff extremely well in helping the school to get even better. Your governors also know you all well. I have asked the governors to make even better use of the school's funding so that it benefits all you even more.

I saw so many remarkable things when I came to your school, which I will always remember. I wish you all great success in your future education.

Yours faithfully,

Maggie Shepherd

Lead inspector