

Corpus Christi Catholic School

Inspection report

Unique Reference Number	103725
Local Authority	Coventry
Inspection number	323889
Inspection date	13 July 2009
Reporting inspector	Bogusia Matusiak-Varley

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	247
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Adrian MacNamara
Headteacher	Debra Newman
Date of previous school inspection	3 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Langbank Avenue Ernesford Grange Coventry CV3 2QP
Telephone number	02476 454931
Fax number	02476 652714

Age group	3–11
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Introduction

- The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues.
- The effectiveness of strategies used to raise standards in writing and calculation.
- The effectiveness of assessment in challenging all groups of pupils, but especially those pupils capable of higher attainment.
- The impact of outdoor learning on children's achievement in the Early Years Foundation Stage.
- The provision for spiritual, moral, social and cultural development, community cohesion and its impact on pupils' personal development and well-being.

Evidence was gathered from a wide range of school documentation, lesson observations, and interviews with the headteacher, staff and governors. Interviews were also held with parents and children. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that 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 the Catholic community in the south east of Coventry. Since the previous inspection in 2006, the number of pupils at an early stage of learning English has increased from 2% to 12%. The largest minority ethnic group within the school is that of Black African pupils. Children in the Early Years Foundation Stage are taught part time in the Nursery and full time in Reception. The school has recently moved to new premises. The school has received an Activemark status, Healthy Schools Award and Eco Schools status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school provides a good quality of education for its pupils. By the time pupils leave school their achievements are good. This year, standards have improved and by the end of Year 6 are above the national average in English, mathematics and science. Progress in reading has been exceptionally good because of the many intervention strategies that the headteacher has put in place to raise standards. While achievement across the school is good, it is better in the Early Years Foundation Stage and in Years 3 to 6 than it is in Years 1 and 2. This is because teachers are not yet consistently using data from pupils' assessments to plan the next steps of learning, especially in writing and mathematics, and to challenge more able pupils. The headteacher and deputy headteacher have implemented good systems and procedures for raising standards and this has resulted in pupils with learning difficulties and/or disabilities and those at an early stage of learning English making good progress.

Children enter the Early Years Foundation Stage with skills below those levels expected nationally. By the end of the Reception Year, children attain the levels expected for their age in all areas of learning but exceed them in personal, social and emotional development where their skills are above those seen nationally. Overall, children's achievements are good and they are well prepared for Year 1.

Standards are rising because pupils are motivated to learn. Good partnerships with artists have secured creative approaches to curriculum delivery resulting in pupils' good behaviour and positive attitudes to learning. The curriculum is good and is enhanced by a good range of extra-curricular activities. Pupils talk with much enthusiasm about their projects on portrait painting, clay mark making, art club and drama. Parents are overwhelmingly supportive of the school: 'Our children are treated fairly and staff know their little ways so well' and 'School is fun, staff really care about our children' are just two comments from delighted parents.

Teaching and learning are good overall and are improving due to the headteacher's very rigorous monitoring and setting of targets for improvement. Teaching is better in Years 3 to 6 than in Years 1 and 2 and this is reflected in accelerated rates of progress.

Pupils' personal development and well-being, as well as their spiritual, moral, social and cultural development are good due to plenty of exciting opportunities in the good curriculum, secure safeguarding and good care, guidance and support. The school's ethos, based upon respect of each individual and as reflected in its mission statement of 'walking in Christ's footsteps, opening hearts and minds' is demonstrated in positive relationships, good behaviour and attitudes to learning. Attendance is satisfactory. It is improving but there is still a very small minority of parents who are not sending their children to school regularly. The school has good systems to follow this up and has greatly reduced absenteeism.

Pupils have good awareness of healthy eating. They know the effects of exercise on their body and fully participate in daily exercise. Playground leaders ensure that all pupils play safely and that no one is left out. The appointment of a learning mentor has contributed to pupils feeling safe as they are encouraged to talk about their feelings. The school's strong partnerships with agencies such as health visitors, fire service and local primary and secondary schools contribute to pupils' good personal development and well-being. Pupils know that they belong to a caring community within which they are valued. Pupils contribute well to the community. The strong links with the church and the parish foster self-confidence in pupils. Pupils take the lead in

liturgical celebrations and the school council is proactive in supporting a range of charities. Pupils know that they belong to a caring community which values all cultures and creeds.

Pupils are well prepared for their next steps of education. The acquisition of good literacy, numeracy and information and communication technology skills, alongside good social skills, ensures that pupils are able to develop personal leadership skills. Pupils care for the environment and undertake their monitoring roles in the library and classrooms effectively. Pupils are well-rounded individuals who have a strong sense of justice, fairness and are keen to contribute to environmental awareness.

Leadership and management are good. Governors play a valuable role in ensuring that all statutory requirements are met and they support the school with their expertise, especially in ensuring that the school provides good value for money. The governors' decision to invest in more support staff has paid dividends as pupils who had previously underachieved are now catching up with their peers. School self-evaluation is robust and accurate. Community cohesion is good overall, especially in relation to pupils' understanding the make-up of the school and local community. However, pupils' understanding of the rich diversity of other cultures in the United Kingdom is less well developed and is satisfactory. The headteacher provides the governing body with good quality information on pupils' progress through the new systems for checking progress. The recent rise in standards, especially in Years 3 to 6 in reading, is testimony to the school's good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision is good. Children receive a good start to their education and, due to the outstanding gains they make in their personal, social and emotional development they are confident, well-rounded individuals who have a love of learning. This is because of good leadership and management, positive relationships between staff, parents and children, good teaching and learning and secure curriculum planning which gives children plenty of opportunities to develop their basic skills in speaking and listening, reading and writing. Children have good opportunities to learn using their senses; when playing with dough, children in the Nursery discussed changing properties when adding flour and water to their pancake mix. The uniqueness of each child is valued and children feel safe and secure in learning. Good outdoor learning opportunities complement indoor learning. Children explore, dig, plant bulbs and engage in role play. Adults take every opportunity to engage in conversations with children to develop their speaking and listening skills. This contributes to their good rates of progress.

Children behave well and are very keen to experience all that the Early Years Foundation Stage has to offer. The good quality of care provided by adults helps children to feel secure and confident, and as a result, they learn well. Welfare arrangements are robust, and safeguarding procedures and practices meet requirements. Parents are very pleased with their children's learning. One happy parent commented, 'My knowledge of rhymes has improved significantly as my child chants them without stop when he is at home. It is such a pity that the Early Years Foundation Stage unit is not open at weekends, as my child wants to come to school every day.'

What the school should do to improve further

- Raise standards in writing and mathematics in Years 1 and 2 by improving the quality of teaching and learning.

- Sharpen teachers' use of assessment in order to challenge the more capable pupils and to ensure that tasks set for them extend their learning.
- Give pupils more opportunities to learn about other communities and cultures in the United Kingdom.

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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?	2
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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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

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

14 July 2009

Dear Pupils

Inspection of Corpus Christi School, Coventry, CV3 2QP

- Thank you for making us feel so welcome at your school. We really enjoyed talking with you and the polite and mature way you talked to us. You told us that you enjoyed school immensely because of good teaching and learning and exciting learning opportunities. Yours is a good school. There are many things to praise about your school and here are just a few of the most important.
- You are making good progress in learning and this year, by the end of Year 6, you reach standards in English, mathematics and science that are better than those found in most schools.
- You learn well because teaching is good. Your teachers have good relationships with you and help you learn.
- Your behaviour is good; you are well mannered and polite.
- Your headteacher and governing body are doing a good job of leading the school.
- You have good knowledge of being healthy and staying safe.
- You contribute well to your school community and to the parish.
- You enjoy a good curriculum that is well enriched with visits, visitors and work with artists.
- You are well looked after by a caring staff.
- There are a few things that we have asked the school to do to help improve your learning further.
- We have asked your headteacher and governing body to help improve the quality of teaching and learning in Years 1 and 2 in writing and mathematics in order to bring it up to level of the good teaching seen in Years 3 to 6.
- We would like your teachers to use information from your assessments to challenge those of you who find learning easy. You can help by telling your teachers when work you are given is too easy.
- You would benefit from learning more about other communities and cultures in Britain.

Good luck for your next stages in education and continue to enjoy learning.

Yours faithfully

Bogusia Matusiak-Varley

Lead inspector