

Corpus Christi Catholic Primary School

Inspection report

Unique Reference Number	100630
Local Authority	Lambeth
Inspection number	335568
Inspection dates	28–29 January 2010
Reporting inspector	Linda Pickles

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	388
Appropriate authority	The governing body
Chair	Jamie Muir
Headteacher	John Wentworth
Date of previous school inspection	9 October 2006
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Introduction

This inspection was carried out by three additional inspectors. Inspectors spent three quarters of the time in classrooms, visited 19 lessons and observed all 12 class teachers at least once. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a wide range of documentation, including development plans, the school's monitoring of provision, safeguarding documentation and 143 questionnaires completed by parents. They also looked at questionnaires from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How the quality of teaching promotes pupils' achievement, particularly for girls and pupils from a Black African background.
- The effectiveness of the school's leadership in securing improvement based on accurate self-evaluation.
- The extent to which the provision meets the needs of all pupils, including those with a first language other than English.
- How effectively the Early Years Foundation Stage supports children's development, including children who speak a first language other than English.

Information about the school

Corpus Christi Catholic Primary is a larger than average school. The majority of pupils come from a wide range of minority ethnic groups, the largest of which comprises pupils from a black African background. The proportion of pupils who speak a first language other than English is well above that found nationally and a few are at the early stages of learning English. The proportion of pupils who have a statement of special educational needs and/or disabilities, predominantly for social and communication difficulties is well below the national average. The school provides after-school childcare which is managed by the governing body. The school has achieved Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Main findings

Corpus Christi Catholic Primary is an outstanding school which has sustained high levels of attainment and excellent outcomes for all pupils since the last inspection. Parents greatly appreciate the school's work, particularly the outstanding care, guidance and support provided for pupils and their families. The very large majority of the responses to the parent questionnaires were wholly positive and all agreed that the school keeps their children safe. A typical parental view is, 'We have consistently found the school to be excellent. The care and commitment of the staff to each member of the school is inspiring.' Pupils enjoy school and their outstanding social, moral, spiritual and cultural development results in their excellent behaviour. Pupils feel safe in school as a result of safeguarding procedures which are outstanding and pervade all aspects of school life.

Children enter the school with skills and understanding that are expected for their age and make good progress, including children with a first language other than English. Pupils make rapid progress from then on and by the end of Year 6, attainment in reading, writing and mathematics is well above average. Throughout the school, the overall quality of teaching and learning is outstanding because of teachers' excellent subject knowledge and systematic checks on pupils' understanding and the progress they are making in lessons. Marking and assessment are of a consistently high quality across the school and ensure that all pupils, including girls and pupils from a Black African background, make above expected progress. Pupils with special educational needs and/or disabilities make outstanding progress in line with their peers. The excellent curriculum is skilfully matched to the needs and interests of pupils, including those who speak a first language other than English, and makes a significant contribution to their rapid progress. The school recognises that pupils currently have limited opportunities to apply their very well developed information and communication technology (ICT) skills to all areas of their learning.

Leaders and managers relentlessly pursue excellence across all aspects of the school's performance and have very high expectations, which are shared and understood by staff. Senior leaders have an accurate and incisive understanding of the school's performance because monitoring is very systematic, involves all staff effectively and is evaluated against clear measures to judge success. All of these strengths demonstrate the school's outstanding capacity for sustained improvement.

What does the school need to do to improve further?

- Provide pupils with more opportunities to use their information and communication

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technology skills across all subject areas.

Outcomes for individuals and groups of pupils

1

In lessons, pupils display excellent attitudes to their learning, enthusiastically participate in all activities and strive to do their best. Consequently, the achievement of pupils, including those from a Black African background, is outstanding. When they begin Year 1, the attainment of most pupils is above that expected for their age. Pupils' skills and understanding are consistently extended as they progress through the school so they make rapid and sustained progress to attain high standards at the end of Year 6 in reading, writing and mathematics. Pupils with special educational needs and/or disabilities make exceptionally good progress because of the very effective way they are challenged and supported in their learning by class teachers and their assistants. Pupils' very high attainment in the basic skills, mature attitudes and high attendance mean that they are extremely well prepared for the next stage of their education.

Pupils display an excellent understanding of how to keep themselves and others safe in different situations, including use of the internet. They have a very well-developed understanding of how physical exercise, hygiene routines and appropriate diet contribute to a healthy lifestyle. The contribution made by the school council is exceptional through its fund-raising for local, national and international charities and involvement of all pupils. As one pupil said, 'We listen to everyone'. Performances by the band and choir for the local senior citizens and recent participation in the Holocaust Memorial event promote excellent links with the wider community. Pupils have a clear understanding of ethical and moral issues. This makes a significant contribution to the culturally harmonious and cohesive environment, which is underpinned by the school's strong Christian ethos.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	1
	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Pupils make rapid progress in their learning because teaching is outstanding. All classrooms provide calm, well-organised learning environments and relationships between staff and pupils are a significant strength. Teachers are highly effective because they have excellent subject knowledge which they apply consistently to challenge pupils and extend their understanding. An excellent mathematics lesson in Year 6 encouraged all pupils to collaborate, demonstrate resilience and apply their mathematical knowledge to find missing angles. A brisk pace, skilful questioning and regular assessment of their understanding ensured all pupils made rapid progress in their learning. Careful planning and rigorous use of assessment information ensure that pupils of all abilities are challenged to make as much progress as they can. Marking across all subject areas is of a consistently high standard and provides clear guidance for pupils about how to improve their work further.

Excellent levels of care and support and close collaboration between teachers and other adults enable the individual needs of all pupils to be met. The curriculum is exceptional because it provides captivating and exciting learning opportunities which engage and motivate pupils. Links between subjects support pupils' wider understanding and creative links are made across topics. Pupils enjoy the opportunity to share their interests through the 'class talk' session which provides an excellent opportunity to promote self-esteem and independent learning. Varied enrichment activities, including visitors to school and many visits to Central London as well as residential trips make a significant contribution to pupils' skills of independence and well-being.

Concerns about individuals or groups are responded to promptly and links with specialist external agencies are strong. Additional adults provide valuable support for pupils with special educational needs and/or disabilities both in class and through timed intervention programmes. Parents are very well supported and fully involved in their child's education through regular workshops that link to whole school priorities.

Childcare managed by the governing body provides high quality care, is valued by parents and meets health and safety requirements in line with the school.

These are the grades for the quality of provision

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
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The quality of teaching Taking into account: The use of assessment to support learning	1
	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The inspirational and visionary leadership of the headteacher has ensured that the school has flourished and maintained outstanding outcomes and provision since the last inspection. Senior leaders and managers have high expectations and display a relentless drive to ongoing improvement, a vision which is communicated clearly and shared by all staff. Leaders at all levels share the responsibility of monitoring the quality of teaching, and assessing and recording the progress that pupils make, which makes a significant contribution to the school's very accurate view of its own effectiveness. The inspection team agrees with the school's judgements. Improvement planning is comprehensive, involves governors, staff and pupils and priorities and actions are timed against clear outcomes for success. The quality of governance has improved since the last inspection and governors make an exceptional contribution to the work and direction of the school. Staff and governors have a comprehensive understanding of safeguarding issues, which are evident in all aspects of their work and the school's procedures are used as a model of good practice.

The school's inclusive ethos is securely focused on promoting equality of opportunity among all groups of pupils and tackling discrimination so all pupils achieve equally well. Relationships with parents are very positive and communication links are strong and include termly review meetings and weekly newsletters. The school is committed to working in partnerships, which provide excellent value for money because of the benefits to pupils' academic, social and cultural development. Actions taken by the school to promote community cohesion are outstanding. Links with international schools and charities and make a significant contribution to the harmonious and diverse relationships that exist both within school and the wider community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	1
	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Provision is outstanding. Children start school with skills and knowledge that are in line with those expected for their age. They make good progress in their learning to reach standards that are above expected for their age by the time they begin Year 1. Children make outstanding progress in their personal, social and emotional development, which makes a significant contribution to their progress in other areas. Children confidently participate in all activities and play extremely well independently and with others. They show a mature understanding of safety and hygiene routines are very well established. Relationships with adults are extremely positive and children thrive as a result of the excellent care and guidance they are given. Effective partnerships with external agencies ensure the needs of all children are met, including those with a first language other than English.

The classrooms and outdoor areas are very well resourced and provide an excellent learning environment, with an exciting and stimulating range of child-initiated and adult-led activities. All adults display a comprehensive understanding of the development needs of the Early Years Foundation Stage and robust procedures are securely embedded to ensure all children are safe. Planning based on rigorous analysis of observation and assessment data is exemplary and a significant factor in the outstanding progress children make overall. The vision shared by the joint leaders is one of relentless improvement and high expectations. Parents feel welcomed and value the partnership between home and school. As one parent said, 'My son loves his school and is very happy there.'

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Views of parents and carers

The overwhelming majority of parents and carers who returned questionnaires are happy with their child's experiences at school. All feel that their children are safe and that the school is led and managed effectively. Most parents agree that their children are making enough progress and the school helps them to support their children's learning. The inspection findings support these positive responses.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Corpus Christi Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 143 completed questionnaires by the end of the on-site inspection. In total, there are 388 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	103	72	38	27	1	1	1	1
The school keeps my child safe	121	85	21	15	1	1	0	0
The school informs me about my child's progress	96	67	41	29	4	3	1	1
My child is making enough progress at this school	96	67	41	29	6	4	0	0
The teaching is good at this school	116	81	26	18	0	0	0	0
The school helps me to support my child's learning	98	69	38	27	5	3	1	1
The school helps my child to have a healthy lifestyle	112	78	24	17	5	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	94	66	42	29	4	3	0	0
The school meets my child's particular needs	90	63	45	31	4	3	1	1
The school deals effectively with unacceptable behaviour	104	73	34	24	3	2	1	1
The school takes account of my suggestions and concerns	80	56	52	39	7	5	0	0
The school is led and managed effectively	121	85	22	15	0	0	0	0
Overall, I am happy with my child's experience at this school	114	80	26	18	2	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 February 2010

Dear Pupils

Inspection of Corpus Christi Catholic Primary School, London, SW2 5BL

Thank you very much for making the inspection team feel so welcome when we visited your school. We really enjoyed talking to you and seeing you working in class and playing outside. You will be pleased to know that the inspectors were very impressed by your school and we think it gives all of you an excellent education.

These are some of the things about your school that we think are outstanding.

- Children in the Nursery and Reception classes make good progress in their learning.
- You reach high standards in your reading, writing and mathematics, work very hard in lessons and make excellent progress in your learning.
- The adults in school take extremely good care of you and make sure that you are all safe.
- You behave exceptionally well and are kind and helpful towards each other.
- Your teachers make sure that all your lessons are interesting and you learn a lot.
- Your headteacher and all the staff and governors work very well together to make sure that the school keeps improving and that you all have the same opportunities to do things.

To help your outstanding school get even better, I have asked the headteacher to make sure that you have more opportunities to use your technology skills across more subject areas.

You can help by continuing to work as hard as you can. Good luck for the future.

Yours sincerely

Linda Pickles

Lead inspector

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