

# Corpus Christi Catholic College

## Inspection report

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<b>Unique Reference Number</b>	108096
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	337024
<b>Inspection dates</b>	9–10 June 2010
<b>Reporting inspector</b>	John Young HMI

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>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	929
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Dowling
<b>Headteacher</b>	Mr M Woods
<b>Date of previous school inspection</b>	22 November 2006
<b>School address</b>	Neville Road Leeds West Yorkshire LS9 0TT
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors, one of whom was only present for the first day. The inspectors observed 38 lessons involving 37 different teachers and covering 16 subjects. They held meetings with school staff, a local authority representative, governors and groups of students. They observed the school's work and looked at a range of other evidence including development plans, case studies, self-evaluation and procedures for safeguarding students. Inspectors also analysed the 189 responses to parental questionnaires, 35 staff questionnaires and 145 students' questionnaires.

- the achievement and attainment of different groups of students in the school, particularly in English, mathematics, vocational and specialist status subjects
- the quality and consistency of teaching and learning and its impact on the learning and progress of different groups of students throughout the school
- the effectiveness of academic guidance and support for different groups of students
- the effectiveness of leadership and management in improving all aspects of the school's work.

## Information about the school

At this average sized school most students are White British and live locally. The remaining students originate from a range of minority ethnic heritages. The largest of these minority groups is Black or Black African students. The school has received an increasing number of students from Poland, many of whom are at the early stages of learning English. The proportion of students known to be eligible for free school meals is a little more than the national average. The number of students with special educational needs and/or disabilities is higher than the national average. These needs range from moderate behavioural or learning difficulties to more profound needs. In addition the school has a specialist base for students with severe learning difficulties. The proportion of students who speak English as an additional language has risen sharply but is broadly average overall.

The school holds a number of national awards including the advanced Healthy School Award and the International School Award. The school is also a training centre for the School-Centred Initial Teacher Training programme. The school provides a range of extended services, such as adult learning courses and study support for students. The school is scheduled for a major re-design and refurbishment of its premises with work due to start in January 2011. It was designated a technology college in 2001. The specialist status subjects are design technology, mathematics, and science. There have been a number of appointments to the senior management team since the previous inspection.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

The educational experience students receive at Corpus Christi Catholic College is good and improving. Students, parents and carers and staff are rightly proud of this harmonious and caring school which has embedded itself in the very heart of the community. The school's philosophy is deeply enshrined in developing the whole child in order that they can mature socially, emotionally and spiritually, as well as academically. The evidence conclusively confirms that they are successful in this endeavour and students flourish in the nurturing and secure environment that staff create. Consequently, the school's strengths are in students' personal development and the high quality care, guidance and support provided.

Effective teaching, a good curriculum, shrewd leadership, a common sense of purpose among staff, and a number of very effective partnerships underpin student's good learning and progress. There is still more work to do to ensure all staff make the best use of the student data available to them to support students' learning but this aspect has improved since the last inspection.

Students say they really enjoy coming to school and this is evident and well reflected in their good attendance, good achievement and good behaviour. Their contribution to the school and wider community is outstanding. They represent the school in various capacities and do much to engage with local residents and partners much further afield. Students feel safe and the school is often a haven for some of the more vulnerable youngsters. Students' adoption of healthy lifestyles is good overall. Students develop a good range of work based, team-working and problem-solving skills that will assist them in the future. Their spiritual, moral, social and cultural development is outstanding and is synonymous with the ethos of the school. Although all groups, including minority ethnic and those students with severe learning difficulties make good academic progress overall, their success in science and some other subjects is less strong.

Leaders and managers at all levels are capable and work effectively. They are well led by astute senior leaders who have successfully developed a cohesive staff body that is focused on driving further improvement. Accurate self-evaluation by the school's leaders and the success of intervention strategies to address shortcomings, together with the rising trend in current performance indicators, strongly signify that the school has a good capacity to continue to improve. Governance is good and acts as a critical friend to the school. Most parents and carers are happy with the work of school. Of the small minority that were not, inspectors found little evidence to support their views.

**What does the school need to do to improve further?**

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- Further improve all students' achievement and attainment, particularly in science.
- Build on the improvements already secured to increase the consistency and effectiveness with which staff use assessment to support learning by:
  - embedding more widely the most effective practice in the school
  - routinely using continuous assessment to inform students exactly how well they are performing relative to their targets and to identify precisely what they need to do to improve further
  - ensuring that staff planning takes full account of student data and that it is used effectively to match work, challenges and activities to the needs and capabilities of individual students.

**Outcomes for individuals and groups of pupils****2**

Students enjoy the educational experience the school offers. They demonstrate this through their good behaviour, effective personal development, positive attitudes to learning and their good academic achievement. Increasingly staff are allowing students to assume responsibility for their own learning and this is paying dividends in terms of developing their problem-solving, investigational and evaluative skills. Learning approaches are becoming more interactive and premised upon enabling students to demonstrate their new knowledge, understanding and skills. This is making them confident peer and self-assessors and helping them to gain a clearer sense of their strengths and the progress they are making towards their targets.

The standards students reach by the time they leave the school are in line with national averages and rising securely. This represents good achievement and confirms students' good learning and progress. This is because when they start at the school their standards are usually below and sometimes well below average. In 2009 outcomes in mathematics and some of the specialist status subjects were particularly strong while performance in science, English and some vocational GCSEs was much less impressive. Inspection evidence and the school's own robust data show that currently students, including Polish, Black African and those in the school's specialist base for students with severe learning difficulties, are making good progress and that attainment in English has risen substantially. The school met or exceeded most of its challenging targets in 2009.

Students feel safe because the school is a welcoming and secure environment where any concerns they have are quickly resolved. Relationships between students are positive and behaviour is good, both in and out of lessons. Advanced Healthy School status is testament to students' adoption of healthy lifestyles. Social and emotional aspects are promoted by effective personal, social, health and citizenship education lessons. Students are very active in the school and local community and are real ambassadors for the school. They are influential councillors, volunteers, peer mentors and leaders in primary schools. Students also raise vast sums for charities and good causes. For example, in 2010 more than £12,000 has been raised with some of the money going to support a deported former student's education in Kenya. Students proudly represent the school in sport and specialist status related activities.

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They develop a good range of key and core skills which will help them in the future. They are punctual, responsible, can think critically and work well in teams. Their attendance is good and has improved in part due to the good work done by the school to educate students and their parents and carers about its importance. Students' social, moral, spiritual and cultural development is outstanding. Its promotion is interwoven into the very fabric and ethos of the school. Students are respectful and display a strong sense of moral obligation. They cooperate well, including with other students who are new to the country and/or originate from different cultural heritages. Their spiritual awareness is excellent; this has a high profile in the curriculum.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Most teaching is good but there is some exemplary practice which the school is trying to disseminate. Spreading this good practice has helped to reduce inconsistency and minimise the number of less effective lessons. Staff are diligent, enthusiastic and hard working. They use their good subject knowledge to plan learning activities which students clearly enjoy. There is a sea change towards promoting creativity,

<sup>1</sup> 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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independence and involving students actively in their learning so that the curriculum is brought to life with role play, re-enactments and debates. This was vividly captured during a lesson where students re-enacted the Stations of the Cross and maturely debated how Catholics use them to help them remember the death and resurrection of Jesus. These strategies are leading to better learning and engagement. Initial assessment, tracking and the analysis of student data is much improved. A comprehensive system now provides senior and middle managers in particular with detailed data that they are using to shape their planning and intervention strategies. The same rigour is not always evident at the classroom level where some teachers do not always make best use of assessment information to plan work that is closely matched to students' abilities or identify precisely what they need to do to improve. The quality and range of curriculum opportunities available to students are good. Provision has been modified to ensure that irrespective of their aptitude all students have access to wide-ranging experiences which enable them to develop and reach their potential. This has involved introducing a number of more practical and work based learning courses to complement the traditionally academic subjects offered, such as BTEC courses, a course accredited through the Prince's Trust and vocational GCSEs. This sees some students educated off-site in local colleges and businesses. Gaining good English, mathematical and technological skills are also high profile as the school knows these are essential life skills. However, students in Key Stage 4 do not get the recommended two hours of timetabled physical education. Nevertheless, the curriculum is enriched by an impressive range of additional activities, many of which are inspired by the school's specialist status and its religious character. There are also numerous visitors, theme days and opportunities for students to visit places and countries they might not otherwise go to.

The outstanding care, guidance and support the students receive typify the ethos of the school and are major factors in students' excellent personal development. Staff know each student well and this reinforces students' sense of security. Academic guidance is effective and exemplified in students' improved attainment and achievement. They benefit from high quality advice as they join, move through and leave the school, which enables them to make informed choices about their futures. Provision for their pastoral welfare is first class. Scrutiny of a number of case studies demonstrates that the school really does go the extra mile. This has included working closely with parents and carers and a host of external agencies to ensure that nobody slips through the net. Support assistants work very effectively with a range of individual students. The school has worked successfully to significantly reduce the numbers who are not in education, employment or training after they leave school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	<b>3</b>

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<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher is passionate about the school and takes very seriously the great responsibility he has to ensure all students receive a high quality education. He is well supported by a capable senior team and together they have established a very clear educational agenda. Through wider consultation and devolving responsibility throughout the school, managers are building additional leadership capacity and empowering middle leaders and classroom teachers. As a result, staff are very committed and share a strong sense of common purpose. They recognise the vital roles they have to play in sustaining and further improving the school's high quality provision and outcomes. This awareness is reinforced by rigorous tracking and evaluation of all aspects of the school's work, including teaching and learning. Staff are held to account through a series of well-established procedures and welcome the supportive yet objective approach adopted. Robust scrutiny, training and mentoring of staff have made them better able to meet the increasingly diverse and sometimes complex learning needs of students. The result is improved outcomes and better provision for these students. Despite this success the school is not complacent and is resolute in tackling identified shortcomings. For example, some tough decisions were taken to reorganise staffing and change courses in the best interests of students following disappointing results.

The school's engagement with parents and carers is good and most of them feel valued and involved in school life. This is promoted by an active parents' forum, regular communications and some support services such as the drop-in surgery and adult learning courses. There are a number of outstanding partnerships in place which enrich students' learning and well-being. These include various work based learning, college and careers education links. There are also a number of highly effective alliances based around student support services. The inclusive nature of the school is epitomised by its specialist base for students with severe learning difficulties. This is a happy and harmonious school, which exudes a strong sense of community, cooperation and trust. Students know they are part of a diverse society beyond Corpus Christi, exemplified by the schools' international links with schools in Tanzania and Kathmandu and a contrasting school in Bradford.

Safeguarding arrangements are secure. Policies and procedures are regularly and meticulously reviewed and refined in line with the latest requirements. Site security, risk assessments and arrangements for the safer recruitment of staff are robust. Governors fulfil their responsibilities effectively. They use their combined experience and wide-ranging expertise to challenge as well as support the school in many aspects of its work through their committee structure. They adopt a high profile and are ambassadors for the school in the local community. Value for money is good because resources are deployed effectively to secure good outcomes for individuals and groups of students.



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Financial management is also sound.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Most parents and carers who gave their views were very positive about the school. They praised the school for its caring and supportive approach to students. They believe their children make enough progress and that they are kept well informed. A very small minority of parents and carers voiced concerns about the extent to which the school takes account of their suggestions and concerns, how much the school helps them to support their children's learning and whether the school helps their child to lead a healthy lifestyle. Inspectors found little or no evidence to support these concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Corpus Christi Catholic College 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 189 completed questionnaires by the end of the on-site inspection. In total, there are 929 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	31	133	62	12	6	2	1
The school keeps my child safe	97	45	113	53	3	1	1	0
The school informs me about my child's progress	114	53	96	45	4	2	1	0
My child is making enough progress at this school	96	45	111	52	7	3	1	0
The teaching is good at this school	95	44	113	53	6	3	0	0
The school helps me to support my child's learning	73	34	119	55	20	9	0	0
The school helps my child to have a healthy lifestyle	59	27	133	62	18	8	3	1
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)	89	41	106	49	7	3	0	0
The school meets my child's particular needs	72	33	133	62	8	4	0	0
The school deals effectively with unacceptable behaviour	102	47	94	44	13	6	1	0
The school takes account of my suggestions and concerns	70	33	116	54	14	7	0	0
The school is led and managed effectively	100	47	103	48	4	2	0	0
Overall, I am happy with my child's experience at this school	118	55	88	41	7	3	1	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



Dear Students

Thank you for being courteous to the inspectors when we visited recently. We learned a lot from observing your lessons and talking with some of you. We also read with interest the views you and your parents or carers expressed in the questionnaires.

Congratulations! After studying all the evidence, we decided that the school provides you with a good standard of education, with some aspects that are outstanding. We know that you will be pleased with this news because you told us how much you enjoy coming to school and we saw how proud you are of your school.

We discovered that staff are very hardworking and the teaching you receive is good which helps you to make good progress in many of your subjects. However, your performance in science and some other subjects is not as strong as it could be. Your attendance, behaviour and concentration levels are all good and this helps you learn effectively. You showed us that you are developing into mature, well rounded and confident young people. You all get along really well and you make an excellent contribution to school and local community life. You especially like playing for the school, the responsibility you are given as school council members and for organising various fundraising and community events. The good curriculum gives you many memorable experiences which you clearly treasure, particularly the many trips, visitors and theme days. Staff take excellent care of you and give you the guidance and support you need to reach your potential. Leadership and management of the school are effective and have been important in securing the good quality of education you get.

In order for the school to improve further we have asked staff to:

- further improve your achievement and attainment, particularly in science.
- use assessment more consistently and effectively to support your learning.

Yours sincerely

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