

Corpus Christi Catholic Primary School

Inspection report

Unique Reference Number	109242
Local Authority	North Somerset
Inspection number	337251
Inspection dates	6–7 July 2010
Reporting inspector	Georgina Beasley

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Paul Spindler
Headteacher	Rachael Barrett
Date of previous school inspection	12 December 2007
School address	Ellenborough Park South Weston-super-Mare BS23 1XW
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Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons were observed and seven teachers seen. Meetings were held with staff, pupils and governors. They observed the school's work, and looked at pupils' work and individual education plans, lesson and curriculum planning, assessment information and important policy documents. Eighty-seven questionnaires from parents and carers were received and analysed.

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

- the achievement of boys in writing across the school, pupils' progress in mathematics in Years 1 and 2 and the progress of pupils with special educational needs and/or disabilities□
- the consistency in the quality of teaching in ensuring even progress across the school, including Early Years Foundation Stage
- whether a clearly articulated vision for raising pupils' achievement is bringing about rapid improvement.

Information about the school

Pupils who attend this average-sized primary school come from diverse ethnic backgrounds including White British, Indian, African and mixed and other White backgrounds. The proportion of pupils with special educational needs and/or disabilities is average. Most needs are for learning and speech difficulties, behavioural and physical disabilities. More pupils than average speak English in addition to another language. The main languages spoken are Malayalam, Polish and Portuguese. Children start in the Reception class in the September following their fourth birthday. The school has Healthy Schools status. The permanent headteacher was appointed in September 2009.

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?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory school. The considerable turbulence in the school's leadership noted in the previous inspection report continued until this year. This has now settled. The new headteacher's clear and determined leadership has resulted in a concerted drive from all members of the school community for raising pupils' achievement. Following an accurate evaluation of the school's performance, she focused sharply on, and has not allowed herself to be distracted from, improving pupils' learning both in academic achievement and personal development in line with the school's mission. A strong partnership with another local school has helped the school ensure the rapid and significant improvement in the quality of teaching, which has had a positive impact on improving pupils' achievement, learning and progress this year. Subject leadership has strengthened considerably and has made an effective contribution to the strong improvement in pupils' attainment in English and mathematics. Attainment at the end of Year 6 has improved from its previous low level to average levels this year, reflecting good learning and progress in lessons for this group of pupils. For these reasons, the school's capacity to improve is good.

The decision to focus immediately on improving the quality of teaching was the right one. Teaching is now at least satisfactory and often good. As a result, the majority of pupils have caught up on their previous underachievement and most achieve their capabilities. When teaching and subsequent progress is good, teachers ensure they use methods and plan learning that meets the needs of different ability groups in lessons. More able pupils throughout the school are given good levels of challenge and consequently rise to this challenge so that they exceed expected levels. Pupils who speak English in addition to another language make good progress and a good number exceed expected levels by the end of Year 6 because of the specific and effective support they receive. Pupils with special educational needs and/or disabilities make satisfactory progress. Support for this group of pupils is inconsistent and not always targeted effectively to ensure good progress in all year groups. Children in the Reception class make good progress from their starting points due to effective teaching and an interesting curriculum.

Pupils' personal development is good. Behaviour is good and pupils get along well together. Pupils feel safe in school and know how to lead healthy lives. Playtimes are active and fun. Pupils are justly proud of the good contribution they make to the school community. 'We are the innovation group,' said one group of pupils who spoke about how they successfully bid for money to support their planning and development of the spiritual garden, used by pupils at playtimes for quiet reflection and prayer. Pupils have satisfactory skills to prepare them for later life. Pupils enjoy school and are becoming

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active learners. When given the opportunity, they work well together on group tasks. While pupils reflect on learning at the ends of lessons, outcomes sometimes focus on the task pupils will complete rather than on what they will learn. Consequently, pupils are not always clear enough about how well they are doing and what they need to do next to improve and so help them to become independent learners.

What does the school need to do to improve further?

- Embed the improvements in the quality of teaching to raise standards still further by ensuring that:
 - learning is consistently matched closely to the different ability groups in all lessons, especially for pupils with special educational needs and/or disabilities
 - pupils are clear about how well they are doing and what they need to do to improve their work.
- Improve the leadership of special educational needs and/or disabilities to ensure all pupils receive the support they need to make good progress.

Outcomes for individuals and groups of pupils**3**

Learning and progress are satisfactory and attainment is average in reading, writing and mathematics at the end of Year 6 and Year 2. Learning and progress in some lessons are good and resulting in higher attainment this year in all classes. A focus on developing pupils' thinking skills as well as subject skills is resulting in pupils being more active learners in lessons. Achievement in writing is good. A new interactive approach to teaching writing motivates pupils to write, especially the boys. Pupils in Year 1 acted out and retold the story of the Three Little Pigs and so became very engaged with the writing task. They wrote down their ideas quickly, mostly with accurate spellings and grammar appropriate to their age, and used actions to remember to use interesting connectives such as 'in the meantime' and 'eventually'. Children involved in the reading recovery programme make good progress.

Play activities at lunchtimes and playtimes, regular physical education lessons and participation in festivals of sports encourage pupils to lead active lives in school. However, despite being offered the opportunity to participate, pupils' uptake on extra-curricular clubs in Key Stage 2 is low. Pupils' contribution to the school community has grown this year. In addition to developing the outside environment, pupils have been actively involved in the planning and creation of the recently opened library. Attendance is satisfactory but improving, and punctuality is good. This is helping develop pupils' positive attitudes to learning and commitment to the school. Pupils enjoy putting forward their views and their comments about what the school does well and what could be improved are insightful. Pupils have satisfactory literacy, numeracy and information and communication technology skills to prepare them for the world of work. The positive partnership with the church promotes pupils' spiritual, moral, social and cultural development effectively.

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These are the grades for pupils' outcomes

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

How effective is the provision?

Pupils enjoy learning when tasks are practical such as when they work in groups to create a sculpture or to find patterns in times tables. Teachers do not always plan learning that meets the full range of abilities. In some lessons, pupils complete the same task but with different amounts of support rather than working on different tasks matched to their ability. The exception is for more able pupils who are able to extend their own learning through the open-ended tasks. In a good Year 2 lesson, more able pupils found their own way to calculate the number of cubes needed to build a five by five square-based pyramid. Through the teacher's skilful questioning, they understood that they only needed to add 36 to the total to calculate the number for a six by six square-based pyramid. More able pupils who speak English as an additional language benefit from working in groups because they learn and use important subject-specific vocabulary from other pupils. The quality of targets is inconsistent. All teachers refer to success criteria to help pupils know when they have been successful in a particular lesson but these sometimes refer to what pupils will complete not learn. For example, writing a report is a product outcome rather than the skills and devices pupils will use to

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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write that report. As a result, pupils are not always clear enough about how well they are doing or how to improve their work.

The curriculum provides pupils with a broad range of relevant learning experiences. There is a satisfactory range of extra-curricular activities that enrich pupils' learning, although violin playing is particularly noteworthy.

The school follows the advice of experts to give effective support to pupils with a specific personal or medical need. Pupils appreciate being able to speak to the learning mentor about any issues they may have at any time, which has helped them focus more successfully on their learning in lessons. Pupils with more general special educational needs and/or disabilities receive satisfactory support and guidance to help them make satisfactory progress, although the improvement in progress is slower than for other groups of pupils. The school welcomes new parents and carers and families to the school through a thoughtful induction programme. A positive partnership ensures a smooth transition to the secondary school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher has successfully galvanised pupils, staff and governors to a more rigorous approach to work and so be more effective. She has raised expectations of what the school can do and put plans into place to ensure this happens. She is supported by every member of staff in the drive for improving pupil outcomes, both in their academic and personal achievements. Subject leaders monitor assessment data closely to check which pupils have and have not made the progress they should and to plan further necessary improvements to the quality of teaching. As a result, the school has picked up the slower progress of some pupils with special educational needs and/or disabilities and has taken action to remedy the situation. The recently appointed assistant headteacher has made a good start in ensuring the paperwork for tracking the progress and monitoring the support for these pupils is in place. The governing body now has a clear view of the school's strengths and weaknesses and effectively meets its statutory requirements including those relating to safeguarding.

The school's positive ethos and regular discussions about equality ensures discrimination rarely occurs. The school promotes pupils' equal opportunities in a satisfactory way. Careful thought has gone into reducing the impact of the long-term absence of staff on particular groups of pupils, although it has resulted in inconsistency in the quality of

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leadership for the learning of pupils with special educational needs and/or disabilities. Partnership with parents and carers is satisfactory and relationships are mostly positive. The school ensures interpreters are on hand to support parents and carers who find English difficult to understand and so support their involvement in the school's work and in their children's learning. The school has several partnerships with local groups to extend pupils' learning experiences and raises pupils' knowledge and understanding of communities in the wider world through numerous curriculum projects.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children start in the Reception Year with attainment expected for their age, although this varies each year. As a result of improvements initiated last year, both teaching and the curriculum are good. Children make good progress from their starting points and the majority reach or exceed the levels they are expected to reach by the end of the Reception Year. The children feel safe and enjoy planning what and where to learn. They are developing cooperative learning skills well. They learn amicably with their friends, helping each other out with spellings when writing, suggesting alternatives when building models or adding water to soil to make it easier to dig. The classroom is well organised and the small outdoor area is used well to support learning, especially in imaginative play and knowledge and understanding of the world. Adults move learning forward effectively when they join in with play during the activities the children choose themselves and when they work with individuals and small groups on a focused task such as sharing reading books. They sometimes miss the opportunity to develop the children's literacy and numeracy skills when the children choose to learn outdoors.

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Leadership and management are good and have led to strong improvement this year. The teacher uses assessment data well to plan a varied and relevant range of learning activities that result in successful learning. Subsequent action plans detail the precise activities required to extend learning and accelerate the children's progress. Although parents and carers are invited to contribute at parents' evenings and at other times, they still do not contribute to the assessment of their children's learning when they first start school or throughout the year. As a result, they cannot share with the school what their child has learnt at home and at other times.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Nearly half of parents and carers returned questionnaires or spoke to inspectors. Most are pleased with the school. Inspectors agree that pupils enjoy school, feel safe and know how to lead healthy lives. A number of parents and carers raised concerns about communication, how well the school meets their children's particular needs, the leadership and management of the school and the way pupils' behaviour is managed. Inspectors judge the quality of feedback to parents and carers about the work of the school and about their children's learning and progress to be satisfactory. The creation of the school website is in progress and is planned to give more detailed information about the curriculum from September so that parents and carers can support their children at home. The team found that the headteacher's strong and focused leadership has resulted in a concerted team effort to raise pupils' achievement with significant success in a very short time. Support and guidance for pupils with special educational needs and/or disabilities are inconsistent. As a result of the work of the learning mentor and all staff, incidents of poor behaviour are rare. When incidents do occur, they are managed effectively.

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 87 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	54	39	45	0	0	1	1
The school keeps my child safe	51	59	32	37	3	3	0	0
The school informs me about my child's progress	24	28	45	52	10	11	3	3
My child is making enough progress at this school	23	26	48	55	12	14	1	1
The teaching is good at this school	26	30	49	56	8	9	1	1
The school helps me to support my child's learning	23	26	48	55	11	13	3	3
The school helps my child to have a healthy lifestyle	27	31	52	60	4	5	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)	21	24	52	60	2	2	4	5
The school meets my child's particular needs	23	26	47	54	10	11	1	1
The school deals effectively with unacceptable behaviour	16	18	43	49	17	20	2	2
The school takes account of my suggestions and concerns	17	20	49	56	12	14	52	2
The school is led and managed effectively	14	16	46	53	10	11	7	8
Overall, I am happy with my child's experience at this school	34	39	43	49	6	7	2	2

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). 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">■ 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.



8 July 2010

Dear Pupils

Inspection of Corpus Christi Catholic Primary School, Weston-super-Mare, BS23 1XW

Thank you for your warm welcome when we visited your school recently and for being so polite when you talked to us. Thank you for giving us your views. We decided you know a lot about your school. We were particularly impressed with the spiritual garden and it was good to see you using it as a quiet place at playtimes.

We have decided that your school is satisfactory which means that some things are good and some things could be better. The adults in your school have done a good job to help you make better progress this year. Most of you have caught up and are achieving what you should for your age. You are more involved in lessons and so are beginning to enjoy your learning more. It is good to see some of you asking questions when you do not fully understand new learning. Lessons are more interesting because tasks are more practical. Nearly all of you said you felt safe and that you know how to lead healthy lives. We agree with you. You have satisfactory learning skills by the time you start at the secondary school.

We have asked the school to make sure that teaching is always at least good by ensuring the tasks that teachers ask you to do in lessons have just the right amount of challenge to help you all to make at least good progress. We have asked teachers to be very clear about what they want you to learn and to share this with you in a way you understand so that you are clear about how well you are doing and what you need to do to improve your work. We have also asked the school to look more carefully at the support given to those of you who need some extra help to learn.

You can all help by continuing to tell your teachers when you do not understand something so that they can change the way they are teaching it

Thank you again for your polite and friendly welcome.

Yours sincerely

Georgina Beasley

Lead inspector

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