

Corpus Christi Catholic Primary School

Inspection report

Unique Reference Number	113845
Local Authority	Bournemouth
Inspection number	338253
Inspection dates	11–12 January 2010
Reporting inspector	Diane Wilkinson

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	435
Appropriate authority	The governing body
Chair	Chrissie Clarke
Headteacher	John Regan
Date of previous school inspection	2 March 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors spent nine hours looking at learning, visited 19 lessons and observed 15 teachers. They held meetings with governors, staff and pupils and a small number of parents bringing their children to school were also spoken to. The inspectors observed the school's work, and looked at analyses of pupils' progress, development planning and monitoring, a range of policies and procedures including those associated with safeguarding, curriculum planning documents and a sample of pupils' work. They also scrutinised questionnaires returned by 116 parents, 150 pupils and 42 staff.

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

- the school's capacity to sustain the rise in standards seen in recent years, especially in reading in Years 1 and 2 and in science in Years 3 to 6
- the progress made by pupils who have specific learning needs.

Information about the school

Corpus Christi is a large primary school serving mainly Catholic families living in the east of Bournemouth. Early Years Foundation Stage children and Year 1 pupils are taught in a small annex within a short walking distance of the main school. The proportion of pupils who have special educational needs is slightly above average. The proportion of pupils from minority ethnic groups is similar to the national average, as is the proportion who speak English as an additional language. The school holds a considerable number of awards including the Basic Skills Quality Mark and Financial Management in Schools. The breakfast and after-school clubs are managed by a private provider and were not inspected.

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

Corpus Christi's Catholic ethos is evident in the high-quality care it provides. In its warm and supportive environment pupils thrive and do especially well in both their academic and personal development. Pupils' behaviour is outstanding and they get on very well together, developing an excellent awareness of how they can make a difference to the lives of others. Pupils love school, feel very safe there and work hard. Their achievement is excellent and by Year 6 attainment in English, mathematics and science is high. This is largely because of the consistently good and often outstanding teaching seen in the classes for older pupils. Although generally good, teaching varies in quality in the other year groups, particularly in the level of challenge and support and quality of questioning, also in encouraging independence in learning, including through marking pupils' work to show how they can improve. As a result, although progress is very good in the classes for older pupils, it is good overall.

Reception children get a sound start to their education and are very well cared for so they settle quickly and enjoy their activities. Progress is satisfactory but planning does not always take sufficient account of previous learning and staff sometimes miss opportunities to promote progress, especially when children are working on their own, or in discussions. In addition, partly due to constraints of the accommodation, the learning environment is not very stimulating.

The school's success is due to the very effective leadership of the headteacher and deputy headteacher and the shared vision of staff and governors. Very well organised management systems result in very effective teamwork with all staff working well together to move the school forward. Accurate self-evaluation has led to good improvement since the last inspection and weaker aspects of reading, science and the progress of pupils who have specific needs, identified in last year's national tests, have been successfully addressed. These strengths indicate that the school is well placed to improve further. The school's commitment to pupils' welfare is evident in the high-quality safeguarding procedures and the excellent partnerships it has forged, especially with the parish and local communities. A particular strength is the way the school has welcomed the growing number of pupils from overseas who now attend. This has ensured that the school is an exceptionally happy and harmonious place to be and that, together with the excellent support they receive, pupils who speak English as an additional language make excellent progress. Staff rigorously promote regular attendance but it is no more than satisfactory because of the number of term-time holidays, although good systems are in place to help pupils catch up on missed work.

What does the school need to do to improve further?

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- Improve the quality of teaching, especially through ensuring that:
 - activities are well paced and challenge the more able pupils appropriately
 - less able pupils are provided with practical tasks to help their learning
 - teachers question pupils effectively to help their understanding
 - pupils have more opportunities for making decisions about their learning and recognise how they can improve their work.
- Enhance the progress of children in Reception by:
 - improving the accommodation and developing a more stimulating learning environment
 - using assessment information effectively to plan future activities
 - extending learning in independent activities and class or group discussions.

Outcomes for individuals and groups of pupils**1**

Pupils' great enjoyment of school is evident in their willingness to learn. This is the result of the exceptionally safe and caring environment the school provides. When asked what was best about the school pupils immediately responded, 'The way they keep us safe'. Incidences of poor behaviour are extremely rare and behaviour in lessons is exemplary. Pupils are extremely thoughtful and helpful, and their knowledge of and respect for those from other backgrounds, religions or cultures is excellent. These strengths help ensure that pupils of different abilities and those who have special educational needs and/or disabilities achieve equally well and that those who speak English as an additional language make excellent progress.

Pupils' outstanding contribution to the school and wider community is evident, for example, in their considerable fundraising for a mission in Zambia. Links with the students there give pupils an exceptional understanding of the difference they can make to the lives of others. Pupils develop a good awareness of healthy lifestyles, enjoying the many opportunities for sport. Links with the parish help encourage pupils' excellent spiritual awareness, evident in the regular masses held in the church or school. These occasions also promote a sense of moral and social responsibility as when Reception children thoughtfully prayed for 'people who need our help'.

Pupils' excellent personal development ensures they become mature learners. This, together with very effective teaching in the older year groups, helps their progress to accelerate. Pupils strive to do their best, confidently tackling new tasks, recognising that you have to try new things out to succeed, even if you fail the first time. Strengths such as this help pupils to become perceptive science investigators. This was evident in the way a group of Year 5 pupils planned an investigation to test whether the surface area of a litre of water affected the rate of evaporation. By the time pupils leave they have exceptionally well-developed literacy and numeracy skills. For example, Year 6 pupils have an excellent understanding of decimal fractions and their calculation and data handling skills are extremely good.

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Standards continue to rise in Years 1 and 2 where the school has addressed the decline in reading especially well through the new arrangements for group reading. For example, Year 1 pupils read confidently and expressively, clearly understanding and enjoying the story. Attainment in reading, writing and mathematics is above average by the end of Year 2. The children make satisfactory progress in Reception and their attainment is mainly average by the end of the year, although above average in numeracy skills.

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	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Provision has improved well since the last inspection. In particular, the level of care, guidance and support provided for pupils is now exemplary. Pupils are confident that all adults will help sort out their problems and the school extends this level of care to parents who praise the school's response to their concerns. As an example, parents who are new to this country are made very welcome in school and, for example, took part in a workshop to design a display which helped all pupils learn more about their home country. Outstanding partnerships with a range of other schools and agencies help

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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support pupils especially well. For example, the school works exceptionally well with the local authority in providing for pupils who speak English as an additional language.

Excellent staff teamwork has led to a willingness to share expertise and seek out colleagues for advice and support. This has enhanced the quality of teaching and ensured that good learning goes on in most lessons. Teachers capture pupils' interest and explain things well. Some staff pinpoint pupils' needs with considerable precision, addressing these with great skill, although a small minority of lessons lack rigour and challenge, especially for the higher attainers. On other occasions, less able pupils are not always provided with practical tasks to help them understand easily. Relationships between teachers and pupils are very positive, helping pupils to feel confident and well supported. Pupils who have specific learning needs receive well-targeted help so that virtually all reach at least average standards by the time they leave. High priority is given to the development of key skills, especially in literacy and numeracy, resulting in pupils' good progress. An increased focus on learning the sounds in words has led to improvements in reading, and an emphasis on science investigation has raised standards in this subject. The provision for pupils' personal development is a significant strength, leading to excellent outcomes in this area. Effective links between subjects and more opportunities for pupils to make choices about their work are beginning to promote their progress, although the school is well aware that more needs to be done in this area. Senior staff are also working effectively to develop a more stimulating and exciting learning environment for Reception children.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Devolved management ensures all members of staff take responsibility for addressing weaker aspects of the school's work, strengthening the quality of self-evaluation and monitoring. Staff are reflective and open to suggestions, readily embracing new ways of working that enhance pupils' progress. They do this, for example, through their willingness to monitor each other's practice and accept criticism to help them become even better teachers. The school has maintained its high-quality systems of care and support, rigorously adopting government requirements for keeping pupils safe and free from harm at all times. Its commitment to meeting the needs of each child is seen in the absence of any discrimination and the excellent way in which provision has been adapted to meet the increasing number of pupils who speak little English. Staff and

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governors are proud that pupils' equality of opportunity is good and are working hard to enhance this even further.

The well-organised governing body monitors the school's work well, providing a good level of challenge and support. Individual governors use their expertise to especially good effect, for example in the very good financial planning and monitoring. The school's contribution to community cohesion is good. Arrangements for promoting a cohesive school and parish community and for developing pupils' understanding of the diverse range of groups in the local area and overseas are particularly good. Staff are still exploring ways to enhance pupils' understanding of the wider society in this country.

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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Personal development is given a high priority. In the caring and supportive ethos children work and play very happily together, developing confidence and self-esteem. For example, pretending to be doctors and patients, children thoughtfully sorted out their roles, playing these enthusiastically. The acquisition of basic literacy and numeracy skills is promoted well, with an appropriate balance between focused tasks when working with an adult and those activities children choose for themselves. In the former, staff quickly recognise when children are ready to accept new challenges; however, on other occasions opportunities are missed to move children on in their learning. Children enjoy discussion times, although staff do not capitalise well enough on this to encourage oral language development. A suitable range of activities, both indoors and out, help children make satisfactory progress across all areas of learning. However, the small

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outdoor area is not accessible in poor weather and, although resources for activities are carefully chosen to support learning, they are less good at promoting children's curiosity and excitement in order to engage their interest and commitment. Children's progress is regularly assessed and recorded in their learning journals, although staff do not always make the best use of the information when planning future activities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A good number of the questionnaires distributed to each family with children at the school were returned. A very large majority of parents are pleased with the school and a considerable number are highly satisfied with all that it has to offer. In particular, they are fully aware of the high level of enjoyment that their children exhibit and the excellent care which helps keep their children safe. There is no pattern to the very small number of negative comments written on the questionnaires.

Parents' positive views are typified by the following comments:

'I am really happy with my children's progress, both are doing well and this is down to the school. Ten out of ten'.

'I am extremely pleased with all the provision the school gives ' VERY approachable staff and headteacher and our concerns are always dealt with very effectively'.

'It has a happy, caring atmosphere and a real sense of community'.

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 116 completed questionnaires by the end of the on-site inspection. In total, there are 435 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	77	66	37	32	1	1	0	0
The school keeps my child safe	77	66	38	33	1	1	0	0
The school informs me about my child's progress	55	47	55	47	4	3	1	1
My child is making enough progress at this school	65	56	44	38	4	3	1	1
The teaching is good at this school	75	65	38	33	1	1	0	0
The school helps me to support my child's learning	61	53	50	43	2	2	1	1
The school helps my child to have a healthy lifestyle	60	52	51	44	4	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)	65	56	39	34	1	1	1	1
The school meets my child's particular needs	64	55	46	40	5	4	0	0
The school deals effectively with unacceptable behaviour	62	53	46	40	2	2	0	0
The school takes account of my suggestions and concerns	61	53	47	41	1	1	1	1
The school is led and managed effectively	85	73	31	27	0	0	0	0
Overall, I am happy with my child's experience at this school	82	71	32	28	1	1	0	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 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.



13 January 2010

Dear Pupils

Inspection of Corpus Christi Catholic Primary School, Boscombe, Bournemouth, BH5 2BX

Thank you for welcoming us to your school. We very much enjoyed our time talking to you and seeing all the things you do. I particularly want to thank the pupils who gave up their lunchtime to talk to us. We think your school is good and are delighted that you and your parents agree.

Here are some of the things that are especially good about the school.

- Adults look after you especially well and we know you think so too.
- All of you work very hard and we know there are lots of things you do really well. Those of you in the older classes make excellent progress. By the time you leave, your attainment is much better than in many other schools.
- Your behaviour is excellent, you all get on well together and are very friendly and helpful.
- The things you do to help your school and the local community are excellent. We were especially impressed by the way you are helping the mission in Zambia.
- Your headteacher, staff and governors are very good at working together. They have helped your school to improve well and are working hard to make it even better.

Here are some of the things we have asked the school to improve.

- Some of the lessons we saw were excellent and in these you did really well. We have asked staff to try and make sure other lessons are just as good.
- We have also asked staff to help Reception children do as well as in other year groups.

Yours sincerely

D Wilkinson

Lead Inspector

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