

Corpus Christi Catholic Primary School

Gladys Avenue, Portsmouth, Hampshire, PO2 9AX

Inspection dates 4–5 December 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well from their below average starting points. Attainment at the end of Year 6 is above average overall.
- The progress of those entitled to the pupil premium funding is more rapid than that of their peers in school and nationally in reading and writing.
- Teaching is good and sometimes of high quality because work is closely matched to pupils' different abilities and they learn successfully as a result.
- Teaching assistants support pupils well in their learning, including those with disabilities or special educational needs.
- Children in Reception get an exceptionally exciting and stimulating start to their education because they are outstandingly well taught.
- Relationships between staff and pupils are trusting and respectful and promote a very positive climate for learning.
- Pupils' social, moral, spiritual and moral development is promoted strongly by the school.
- Leaders and managers at all levels have taken effective steps to ensure the achievement of all groups of pupils is good and improving, and that they are making good progress.
- The headteacher has implemented a robust system of performance management for all members of staff, supported by the governing body.

It is not yet an outstanding school because

- Pupils' personal targets are not always specific and clear enough so they know what they need to improve in mathematics.
- The mathematics leader has not been given sufficient time to monitor pupils teaching and learning.
- Tasks on occasions do not fully meet pupils' needs and therefore some pupils do not progress as much as they could, particularly the more able in writing.
- Marking is not consistent in some classes and does not always support the pupils in their next steps in learning.

Information about this inspection

- Inspectors observed 23 lessons of which twenty were jointly observed by senior and middle leaders.
- Inspectors considered a range of evidence, including the school’s development plan and self-evaluation, policies on child protection and special educational needs, attendance records, governing body minutes and records relating to behaviour and safety.
- Inspectors analysed national data on pupils’ achievement over the past three years and the school’s own information on different groups. Inspectors looked at samples of pupils’ work and listened to a number of pupils read from Year 2 and Year 6.
- Meetings were held with a group of pupils, the headteacher, the senior leadership team, the Early Years Foundation Stage leader, mathematics, literacy, special educational needs leader, the Chair and Vice Chair of the Governing Body and a representative from the local authority.
- Inspectors attended a school and class collective worship, and observed breaks and lunchtimes.
- Inspectors took into account the discussions held with some parents and 34 responses to Parent View, the online questionnaire. Inspectors took account of the views of staff in 15 questionnaires.

Inspection team

Jamell Hassan, Lead inspector	Additional Inspector
Janet Watson	Additional Inspector
Laura Dickson	Additional Inspector

Full report

Information about this school

- Corpus Christi is a larger than average size primary school.
- Children join the Early Years Foundation Stage full-time in Reception.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for pupils' eligible for free school meals, looked after children and those from service families, is below average.
- The proportion of pupils from minority ethnic backgrounds is above average.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action, school action plus or with a statement of special educational needs is average.
- There is no alternative or off-site provision.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has held the Primary Education Business Award since 2012.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding to ensure that all groups of pupils achieve as much as they should, especially in writing, by:
 - making sure teachers give the appropriate tasks for all pupils to develop their knowledge and understanding , particularly the more able
 - making sure pupils are set appropriately challenging targets in order to aim high in mathematics
 - ensuring that marking supports pupils in knowing how to improve their work and keep focused on their next steps in their learning.
- Strengthen leadership and management by ensuring that the mathematics coordinator is given sufficient time to check the quality of teaching and support improvements in the subject.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement has been good for some time. Most pupils make good progress from their below average starting point in Reception, although achievement is better in reading and mathematics than writing.
- Children achieve exceptionally well in the Reception class because of highly effective teaching that helps them build confident knowledge, understanding and skills in all the areas they experience.
- The 2013 assessments show that attainment at the end of Key Stage 1 was significantly above the national average in mathematics, with some pupils making outstanding progress from their starting points. Attainment in reading was above average and in writing it was in line with national expectations. Standards in reading show an upward trend.
- Pupils continue to make good progress in Key Stage 2, with the result that standards are above average by the time they leave and they are well prepared for their secondary education.
- In 2013, the more able pupils did not do as well as they should in writing at the end of Key Stage 2. However, the school's internal data show there is acceleration in the progress of these pupils in the current year.
- Those pupils who are entitled to pupil premium funding have made very good progress, particularly in reading and mathematics, attaining higher levels than their peers at the end of Year 6. performing better than their peers and national expectations. However, there is still a gap between them and their peers in writing by a term. The school has recognised this and now across the school these pupils are making accelerated progress.
- Those pupils who have English as an additional language make good progress from their starting points and perform better than their peers. This is an ongoing trend in reading, writing and mathematics.
- Overall pupils from different ethnic backgrounds do better than their peers in writing and mathematics. They make good progress over the key stage in reading, writing and mathematics.
- The small number of statemented pupils who are disabled or have special educational needs made significant progress from their starting points. While there were some pupils who did not make good progress, this was because of other significant issues that affected their learning. With appropriate interventions in place, these pupils are now making good progress in Key Stage 1 and in Key Stage 2, although in writing they are only making expected progress.
- Pupils read widely and often. Reading is a strength of the school. Pupils can use their phonics (the sounds that letters make) knowledge whilst reading. Pupils have opportunities to read in school, ably supported by adults in class. Reading is supported well at home by parents and there are lessons in school which support the development of all aspects of reading. Phonics (letters and the sounds they represent) is taught well from Reception to Year 2 and as a result, the outcomes of the phonic screening check in Year 1 has been above average for the last two years.

The quality of teaching is good

- All pupils now are achieving well because of the consistently good teaching taking place throughout the school. Teachers and teaching assistants know the pupils very well which helps pupils to remain on task and learn well. Teachers have good subject knowledge and consistently ask good searching questions which enables pupils to think for themselves and want to do their best.
- Pupils in the Reception classes benefit from outstanding teaching and well-planned activities. There is a strong emphasis on developing pupils' language skills and extending their vocabulary, supported extremely well by the knowledgeable adults who help accelerate pupils learning. For example pupils, were learning their letters and sounds ably supported by the adults through

good questioning to recap on previous learning. The record of pupils' progress is outstanding, clearly showing pupils next steps in their learning.

- Teachers have high expectations. They make sure that pupils know their challenging targets and, in most lessons, give pupils the opportunity to check if they have met them, and to respond to teachers' comments to correct and improve their work. They know which levels they are working towards and what they need to do to achieve them. Marking in most cases is supportive to help pupils improve their learning but mathematics targets for individual pupils are less well developed and pupils do not have a similar understanding on what to improve.
- The relationship between teachers and pupils is good and so pupils want to do what the teachers ask them to do. For example, in an outstanding English lesson for pupils in Years 1 and 2, there was strong collaboration between adults and pupils so pupils could learn well. Together, there was a good use of assessment for all abilities, with the more able pupils making outstanding progress in their writing skills.
- Teachers discuss pupils' progress regularly with the senior leadership team. They keep accurate and detailed records of pupils' performance each year, which enables them to compare the progress of different groups, and to address any potential underachievement.
- There were a few lessons that were less than good. Marking was not up to date, tasks did not match the needs of the pupils and there was too much teacher talk.

The behaviour and safety of pupils are good

- Pupils worked well, both with others and on their own, in almost all lessons that were seen during the inspection. They were supportive of each other, for example in taking turns and sharing resources.
- They have a good understanding of the school's code of conduct. Pupils are aware that some pupils need additional help for their behaviour. They know the sanctions and rewards that are available to them and that is their responsibility to adhere to them. Behaviour is not outstanding because a few pupils occasionally lose concentration when an activity goes on for too long in lessons, so the quality of learning dips.
- Parents and pupils feel that the school is a safe place. Pupils have a good understanding of internet and e-safety through visits by the police. Pupils feel well looked after as the school reminds them of road safety, behaviour on trips and stranger danger.
- At break and lunchtimes, pupils happily share the play equipment provided. Older pupils are specially trained to help younger children play together and so make lunchtimes more harmonious and active. There are other opportunities for pupils to take responsibility, both in class and across the school such as prefects, head boy and girl and a democratically elected school council.
- There is a good sense of community spirit because social, moral, spiritual and cultural development is strong. The school is a happy and welcoming community. The pupils are very respectful of their teachers and of one another and are polite and courteous, which is central to the school's values. The school's ethos develops a sense of unity and empathy in pupils, for example by raising funds for charities. Assemblies are spiritual in nature, active, engaging and thought-provoking.
- Pupils know about different types of bullying and what bullying means. They believe that bullying does not take place at the school and, if it did, the staff would deal with it effectively. If they have concerns, pupils can, in confidence, talk to an adult who will deal with a difficult situation.
- Punctuality to lessons across the school by pupils is good and attendance is above average.

The leadership and management are good

- Leadership and management are good because leaders have ensured that pupils achieve well and that the quality of teaching is also good.
- Improvements in teaching and learning have been sustained by the coaching and mentoring of staff by senior leaders and good training within and outside school. .
- The senior leadership team regularly check on pupils' learning. They have used data effectively to improve the achievement of various groups, promoting equality of opportunity and tackling discrimination effectively. They highlight any underachievement and provide good support for those pupils who need it most. Middle leaders, teachers and teaching assistants are held robustly to account through the school's performance management systems, to ensure pupils' achievement improves.
- Middle leaders carry out their role conscientiously, and with determination and professionalism. Mostly, they are effective in carrying out their responsibilities, by observing teaching and monitoring pupils' achievement, making sure that all groups in the school are making good progress. In the Early Years Foundation Stage, there is thoughtful and thorough assessment by all staff. However, the mathematics leader does not have enough time to check the quality of teaching in the subject.
- The curriculum is broad and balanced. The school has themed weeks with those relating to the promotion of cultural diversity and art. Pupils develop their financial management skills, for example through a 'Dragons Den' week. They have good opportunities to attend after-school clubs, which include sports, and music. Homework reinforces pupils' learning in all year groups.
- The breakfast and after-school club is well attended and gives good support to working parents.
- Almost all parents and carers believe their children make good progress and that the school meets their particular needs. They get involved with the school through various organised events such as a family learning week as well as the usual parent evenings and charitable events. The school has an active parent teacher association which helps the school to improve pupils' learning and by raising funds.
- **The governance of the school:**
 - Governors have attended local authority training which has helped them form an accurate view of the school's performance, thus tackling equal opportunity. Some know which groups are performing well and which need additional support. Governors have overseen the allocation of the pupil premium within the school and the sport premium which is making an impact on pupils' performance in new and exciting competitive sports. With the aid of the local authority, they lead the headteacher's performance management and have given her robust targets linked to pupils' learning. The governors hold the headteacher fully to account for the pay and performance and have set up an additional committee to ensure teachers' standards are monitored effectively. While governors of the school have some understanding of school performance information, a more detailed understanding by more than a few governors of pupils performance, is lacking, to hold the school to account for all groups. The school meets its statutory requirements for safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116384
Local authority	Portsmouth
Inspection number	428856

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	317
Appropriate authority	The governing body
Chair	Neil Galbraith
Headteacher	Elizabeth Giltinan
Date of previous school inspection	10–11 January 2011
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