

Corpus Christi Catholic Primary School

Inspection report

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

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	388
Appropriate authority	The governing body
Chair	Jamie Muir
Headteacher	John Wentworth
Date of previous school inspection	9 October 2006
School address	Trent Road London SW2 5BL
Telephone number	020 72744722
Fax number	020 77372796
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Age group	3–11
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Introduction

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

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

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

Information about the school

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

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

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

What does the school need to do to improve further?

- Provide pupils with more opportunities to use their information and communication technology skills across all subject areas.

Outcomes for individuals and groups of pupils

1

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

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

These are the grades for pupils' outcomes

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

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

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

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

How effective are leadership and management?

The inspirational and visionary leadership of the headteacher has ensured that the school has flourished and maintained outstanding outcomes and provision since the last inspection. Senior leaders and managers have high expectations and display a relentless drive to ongoing improvement, a vision which is communicated clearly and shared by all staff. Leaders at all levels share the responsibility of monitoring the quality of teaching, and assessing and recording the progress that pupils make, which makes a significant contribution to the school’s very accurate view of its own effectiveness. The inspection team agrees with the school’s judgements.

Improvement planning is comprehensive, involves governors, staff and pupils and priorities and actions are timed against clear outcomes for success. The quality of governance has improved since the last inspection and governors make an exceptional contribution to the work and direction of the school. Staff and governors have a comprehensive understanding of safeguarding issues, which are evident in all aspects of their work and the school’s procedures are used as a model of good practice.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1

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

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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.