

# Corpus Christi Catholic College

Neville Road, Leeds, West Yorkshire, LS9 0TT

**Inspection dates** 20–21 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although improving, teaching does not ensure that students make consistently good progress in their learning, especially the most-able. Consequently achievement requires improvement.
- Marking in students' exercise books and feedback from teachers have limited impact in some subjects.
- Teachers do not provide sufficient opportunities for students to work independently.
- Some teachers do not use information about their students well enough to pitch work at the correct level.
- Results in national examinations have fluctuated. Not enough students gain five or more A\* to C grades including English and mathematics.
- Students in KS3 make slower progress than those in KS4 and those in receipt of the pupil premium make less progress than that of their peers.
- Some areas of the Governing Body's work require improvement.

### The school has the following strengths

- The promotion of students' spiritual, moral, social and cultural development is a strong feature.
- Students' achievement in modern foreign languages is good.
- The new headteacher is highly ambitious for the future of the school. Staff morale is high and teachers are well-motivated.
- Improved checking of the quality of teaching and subsequent training for teachers has had a good impact on the quality of teaching in the school.
- Students' behaviour is good in the classroom and around the school.

## Information about this inspection

- Inspectors observed 36 lessons or part-lessons taught by teachers. Members of the senior leadership team accompanied the inspectors on four visits to lessons.
- Meetings were held with pupils, members of the governing body, staff and a representative from the local authority.
- Inspectors took account of the 44 responses to the on-line (Parent View) survey. They also took into account the 64 responses to the staff questionnaire.
- Inspectors observed the school's work and examined a range of documents including the school's own records of pupils' progress and attainment, monitoring documents, records relating to the performance management of staff and those relating to behaviour, safeguarding, attendance and the pupil premium.

## Inspection team

Glynis Bradley-Peat, Lead inspector	Additional Inspector
Robin Fugill	Additional Inspector
Fiona Dixon	Additional Inspector
Jane Alexander	Additional Inspector

## Full report

### Information about this school

- This is an average sized secondary school.
- A larger proportion of disabled students and those with special educational needs are supported through school action than found nationally. The proportion of students supported through school action plus or with a statement of special educational needs is also above average.
- The school has a specially resourced provision for 20 students with severe learning difficulties.
- The proportion of students receiving pupil premium , which is additional funding given for looked after children, pupils known to be eligible for free school meals and children of service families, is higher than the national average.
- The proportion of students from minority ethnic groups and who speak English as an additional language is much lower than average.
- The school meets the government’s current floor standards, which set the minimum expectations for pupils’ attainment and progress.
- Alternative provision is organised by the Catholic Partnership of Schools (COSP). Students are able to attend a wide variety of educational establishments including Leeds City College, the Leeds College of Building, Meanwood Valley Farm and the Breeze Sports Academy.
- The headteacher has been in post since January. One of the deputy headteachers is acting but will be substantive from September. The school currently has two vacancies for assistant headteachers on the senior leadership team following an extensive re-structure of responsibilities.

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

- Improve teaching so that a higher proportion becomes good or better by:
  - ensuring that students develop their independent learning skills across all subjects
  - ensuring that teachers check the progress of all students more regularly during lessons in order to challenge them more effectively, especially the most-able
  - ensuring that comments in exercise books inform students what they should do to improve their work
  - checking that students follow up on teachers’ verbal and written feedback.
- Raise attainment and accelerate progress more rapidly in English and mathematics in particular by:
  - ensuring that students make more consistent progress across year groups
  - ensuring that teachers use information about students’ levels of attainment more effectively in the classroom to build on previous learning, including the most-able
  - tackling identified underperformance amongst those students in receipt of the pupil premium earlier.
- Ensure that leaders monitor the progress of students more closely in Key Stage 3 so that:
  - the pace of progress matches that found in Key Stage 4
  - students in receipt of the pupil premium make similar progress to that of their peers.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Recent results at GCSE have shown a lack of consistency. Attainment by the end of Year 11 in 2012 was significantly below average. The school's historically reliable data show a clear increase in 2013 in the proportion of students set to gain 5 GCSEs at grades A\* to C including English and mathematics. More students are achieving as they should but the pace of progress is not yet at the rate where it can be judged as good. Attainment in Spanish is significantly above average.
- Progress in English was weak in 2012 but has improved greatly in 2013. Over a third as many students in the current Year 11 have made the expected progress in English compared with the previous year. Mathematics was stronger but nevertheless a smaller improvement is evident. The school's early entry policy in mathematics ensures that achievement at all grades is maximised. Lesson observations undertaken by the school, work scrutiny and current data demonstrate improvement in rates of progress. In other year groups teacher assessment indicates that students' attainment and progress are in line with national expectations in English and mathematics. This was confirmed by observation during the inspection.
- The rates of progress in Key Stage 3 are not as good as in Key Stage 4.
- In both English and mathematics the gap between students known to be eligible for free school meals and other students is wide, but closing. Pupil premium funding has provided extra support in English and mathematics and priority has been given to this group when engaging help from other agencies beyond the school. Levels of persistent absence have reduced. However, underperformance amongst this group of students has not been recognised early enough.
- Alternative provision is in place for students who need it. All courses are accredited and students have the opportunity to study, for example, construction and hair and beauty. 18 out of 19 students gained 5 A\* to G last year.
- Students in the resource base learn effectively because the provision meets their complex needs well. They make particularly good progress in their social and emotional learning.
- Disabled students and those with special educational needs receive effective support in class. In mathematics, this is particularly effective. Students benefit from the literacy packs which are sent home so that parents can support their children. The school works well with external agencies.
- Students from ethnic minority groups and those who speak English as an additional language thrive and achieve well in comparison to their peers.

### The quality of teaching

### requires improvement

- Teaching is improving rapidly but too much inconsistency still remains across some subjects and year groups, especially in Key Stage 3. The greatest improvement is in English where there is some outstanding teaching but this has yet to have a full impact on achievement.
- Where teaching is good, most teachers create a strong climate for learning in many of their lessons. Effective use of various activities and resources promotes independence and students take responsibility for their learning through sharing, researching and evaluating. In a Year 7 mathematics lesson students collaborated well to tackle challenging algebraic problems and were excited to share their solutions. There are not enough lessons that provide the same level of independence. Too often students become over reliant on the teacher and this slows the pace of learning.
- When questioning is skilful it builds students' understanding and helps them to produce extended answers. In a science lesson about sedimentary rocks a Year 8 student was able to provide a detailed answer about how igneous rocks were created over time.
- Support assistants are generally guided effectively by teachers so that they know the plan of the lesson. They ask questions which enable students to better understand the work they are doing.

- Sometimes, work and activities are matched well to students' differing needs so that they are challenged and motivated. However, teachers do not always check the progress of all students regularly during lessons in order to challenge them further, especially the most-able. This results in progress being as expected, rather than being good.
- Most teachers mark books regularly and some provide valuable advice about how to improve. However, there are too many instances where marking is inconsistent, does not help students to know how to improve or there is no evidence that students have acted upon the advice given by the teacher.
- Some teachers do not use the data they hold about students' attainment and progress well enough to pitch lessons accurately so that all students make progress from their starting points. This results in the slowing of progress for too many students, but particularly the most-able.
- Students benefit from the good quality of teaching provided through the alternative routes. The vast majority of students achieve well.

### **The behaviour and safety of pupils are good**

- Students say they feel very safe in school. It is clear that they have a good understanding of how to keep themselves safe. The large majority of parents who responded to the on-line questionnaire agree with this view, as do all staff.
- Attendance is broadly average and improving. Attendance of those students eligible for the pupil premium has improved because of the persistent actions taken by the school.
- Students say that there are few instances of bullying. Teachers are said to deal with disagreements effectively. Students say that 'Teachers go out of their way to help us.'
- During breaks and lunchtime, students behave sensibly. They are polite, respectful of staff and each other.
- Students are keen to take on responsibilities and raise money for charity. They have good opportunities to give their opinions and participate in decision-making.
- Students are tolerant of other faiths and religions, are reflective and have a good understanding of moral and social issues. This contributes well to their excellent spiritual, moral, social and cultural development.
- The school regularly checks the behaviour and attendance of those students who receive education off site. This is found to be good.
- Sometimes when teaching is less effective students are unable to take enough responsibility for their own learning. Occasionally they become passive and disengage quietly from their learning.

### **The leadership and management requires improvement**

- The school has accomplished much since January 2013 but much of its work has yet to have a full impact on achievement. There are vacancies which are as yet unfilled in the new senior leadership structure and some key middle leaders are new to their roles. Initiatives to deal with the variations in achievement and teaching are having an impact, but inconsistencies remain.
- The school has introduced a more robust process to improve teaching. This includes a termly observation, coaching which uses outstanding practitioners and intensive support for teachers who are judged as requiring improvement or whose practice is inadequate. There is good impact even in these early stages. The quality of teaching is improving rapidly. Observations by inspectors compare favourably with the school's evaluation which took place in the spring term, indicating how teachers at every level have improved their performance over this relatively short time. This is especially noticeable in English.
- Performance management procedures hold staff to account. The culture across the school is that in order to progress through the pay scale teachers must demonstrate that their students make good progress.
- Self-evaluation is accurate and the school has completed a comprehensive review of its

performance. It shows that the new headteacher has an accurate understanding of the strengths of the school and key areas for development.

- The monitoring of the progress of some groups of students has not been consistent enough to bring about sufficient improvement. Those students in Key Stage 3 and those in receipt of the pupil premium do not make as much progress as that of their peers.
- Most parents and staff who responded to the questionnaire believe the school to be led and managed well.
- The curriculum is appropriate for the vast majority of students including those who attend alternative provision. There are good opportunities for students to attend extra-curricular activities.
- Literacy is being developed effectively across the curriculum. Communication, especially speaking and listening, is improving with opportunities to use a variety of methods including role play, prioritising, describing, reporting and interviewing. Less attention is paid to mathematics across the curriculum.
- Although the school has a clear policy to ensure that there is no discrimination and that equal opportunities are promoted, the achievement of students eligible for the pupil premium does not yet match that of other students in the school.
- The school's arrangements for safeguarding students meet requirements.
- The local authority has supported the school well. It arranged support for the school to improve teaching and learning. As a result effective practice has been shared and the impact in key subjects has been good.
- **The governance of the school:**
  - The governing body is supportive of the school but the challenge it provides to the leadership team is not in equal measure. There is an overreliance on the headteacher to provide governors with data and analysis. They do not have the appropriate skills to interpret data independently. The governing body was fully aware that the school required improvement before the appointment of the new headteacher but acknowledges that it was slow in taking action to tackle this. Individual governors are linked to curriculum areas but some are inactive so there are varying levels of understanding of the impact of teaching on learning and progress in different subject areas. Governors are aware of the pupil premium spending but have not challenged the school about the impact on progress. The governing body is aware of performance management arrangements for teachers and rigorously manages the performance of the headteacher.

## 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

<b>Unique reference number</b>	108096
<b>Local authority</b>	Leeds
<b>Inspection number</b>	412568

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

<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>	954
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Dowling
<b>Headteacher</b>	Steve Mort
<b>Date of previous school inspection</b>	9 June 2010
<b>Telephone number</b>	0113 3367540
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