

# Corpus Christi Catholic College

Neville Road, Leeds, West Yorkshire, LS9 0TT

**Inspection dates** 9–10 June 2015

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

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher's ambition, vision and high expectations have driven rapid school improvement.
- The proportion of students who gain five or more GCSE grades at A\* to C, including English and mathematics, has risen from below average to average.
- The progress made by disadvantaged students and others has increased in English and mathematics. In 2014, rates of progress were close to national averages.
- Good teaching over time enables students to make good progress. Good leadership of teaching and assessment results in continual improvement.
- Behaviour in lessons and around the school is good. The calm college atmosphere supports a good work ethic in classrooms. Attendance has improved and persistent absence reduced.
- School leaders' work to keep students safe is good. Students act safely and feel safe.
- Improved governance provides good support and well-informed challenge for senior and middle leaders.
- Leaders, well supported by the local authority and the Catholic community, have mitigated the effects of the critical incident and maintained the focus on school improvement. Stable staffing secured for the coming school year provides good capacity for further improvement.

### It is not yet an outstanding school because

- The quality of teachers' questioning is not consistently high and the most able are not always challenged sufficiently.
- Provision for special educational needs is improving but has not yet had impact on outcomes at GCSE.
- The gap between disadvantaged students and others in school has not narrowed and is wider in mathematics than English.
- The pace of school improvement slowed and some learning was affected by staff absence following the critical incident.

## Information about this inspection

- Inspectors observed students' learning in 37 lessons across the school. Two of these were observed jointly with senior leaders. In addition, the inspection team looked at students' work in their books. Year 11 students were involved with examinations and their lessons were not observed.
- As well as conversations in lessons and at social times during the inspection, discussions were held with four groups of students about the quality of their educational experience and the standard of behaviour.
- Inspectors held meetings with senior and middle leaders, and representatives of the governing body and of the local authority. Telephone conversations were held with the Deputy Director of Children's Services for Leeds and the Principal Officer for Education at the Diocese of Leeds.
- The inspection team took account of the 36 responses to a staff questionnaire and considered 21 responses to the online questionnaire, Parent View.
- The inspection team examined a wide range of documents, including the school's information about students' recent and current progress and the school's evaluation of how well it is doing. Inspectors scrutinised monitoring records of the quality of teaching, behaviour, attendance and safeguarding.

## Inspection team

Bernard Campbell, Lead inspector

Her Majesty's Inspector

Philip Riozzi

Her Majesty's Inspector

Clive Hurren

Additional Inspector

David Pridding

Additional Inspector

## Full report

### Information about this school

- Corpus Christi Catholic College is an average-sized secondary school.
- The proportion of disadvantaged students supported by pupil premium funding is well above average. Pupil premium is additional funding for those students known to be eligible for free school meals and those children supported by the local authority.
- The proportion of students from minority ethnic backgrounds is below average.
- The proportion of disabled students and those who have special educational needs is average.
- The school has a specialist resource base, funded by Leeds local authority. It supports students with severe learning difficulties.
- A small number of students attend six alternative off-site providers of education used by the school: Skillz, Elect, Map, Breeze Sport, Skills 4U and Catholic Off Site Provision.
- In 2014, the college met the government's current floor standards, which are the minimum expectations for Year 11 students' attainment and progress.
- Ann Maguire, a Spanish teacher, was murdered in the school by a student in April 2014.

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

- Make sure that the benefits of stable staffing in the autumn term increase the pace of improvement in teaching and achievement.
- Spread existing best practice in teaching to ensure consistently high quality questioning and greater challenge for the most able.
- Ensure that planned improvements in the provision for students with special educational needs result in better academic outcomes by these students.
- Ensure that the sharper focus on the progress of disadvantaged, and more rigorous evaluation of extra support, narrows the gap in outcomes between the disadvantaged and others in school.

## Inspection judgements

### The leadership and management are good

- The headteacher's well-communicated vision and clear analysis of the schools' strengths and weaknesses have led to robust action to improve teaching and learning. Senior leaders have made a significant contribution to these improvements, including better analysis and use of data, more accurate assessment and more effective promotion of good attendance. As a result, teaching and achievement are good and improving.
- High expectations of teachers and middle leaders are formalised in rigorous systems of performance management. The criteria for pay progression are exacting and a few applicants have not been awarded pay increases. Strong systems of accountability focus sharply on teachers' success in bringing about good progress by students of different abilities and disadvantaged students. Robust action is taken to improve teaching which is not good.
- Good professional development is tailored to individual need and valued by staff. It has led to widespread improvements in teaching. All teachers are involved in coaching and carry out action research on their work in the classroom. Newly-qualified teachers are positive about the support and guidance they receive.
- Leaders rigorously check the quality of teaching through a wide range of monitoring activities. Self-evaluation is thorough and accurate and the school's actions are carefully planned and effective.
- Frequent and detailed data analysis provides a clear spotlight on the strengths and weaknesses in performance across subjects, years and student groups. Assessment information is used well to inform planning and actions to improve teaching and learning.
- Middle leaders take responsibility for performance in their subject and implement well-focused actions to improve aspects of teaching and learning. Teachers and middle leaders are using data effectively to identify weaknesses in student progress and to review actions taken.
- The new leader for special educational needs has sharpened the focus on the academic achievement by students with special educational needs, both in the main school and in the resource base. As a result, learning needs are being identified more precisely and actions are more accurately targeted. This is at a relatively early stage and academic outcomes at Key Stage 4 by students with special educational needs are below average.
- The curriculum has been adapted well to provide equal opportunities and better meet the needs of lower achieving students, including those at off-site provision. At present, too few gain five GCSE passes at grades A\*-G. Lower ability students in Years 9 and 10 are already taking more academic courses with a view to increasing their attainment at GCSE.
- Literacy is supported systematically across the curriculum with helpful classroom guidance for writing in different subjects and for learning key subject vocabulary. Reading is supported well by reading programmes run by the library staff. Plans are in place to increase the support for one-to-one reading by introduced paired reading with student volunteers. Extra provision in Years 7 and 8 is beginning to help those with weaker basic skills in English and mathematics to catch up.
- The curriculum makes good provision for students' spiritual, moral, social and cultural development. Shared values and the need to understand different views are communicated effectively through tutor time, assemblies and personal, social, health and citizenship education. The school is rightly planning to increase opportunities for students to take on leadership roles.
- A qualified careers adviser, shared with another school, provides effective on-site guidance. Students in Years 9 and 10 report that they receive useful guidance on options in school and for the next stage of their education and training.
- As a result of the critical incident in April 2014, there has been a high level of staff absence following immediate or delayed reactions to the trauma. To some extent this has slowed the rate of progress. However, staff absence has been managed well and its effects mitigated by the strong systems of professional support and quality assurance. Leaders keep a close eye on temporary staff to check that they meet college standards, and temporary staff are fully included in training and development.
- The recruitment of new staff has improved the quality of teaching and leadership. The impact of long-term absence will reduce significantly in September 2015 consequent to decisions by the college and the local authority, and the appointment of new staff. The effective steps taken by leaders and governors, accompanied by strong support from the local authority, have secured the college's good capacity for improvement.
- Over the last year, close and sustained professional support from a range of local authority services has helped staff and students to continue the process of recovery from the trauma. The wider partnership of Catholic schools and organisations, and other Leeds schools, continue to provide valuable support. Expert

and concerted support from the school improvement adviser has helped the school to retain its focus and momentum in bringing about improvements in teaching, learning and achievement.

- Safeguarding arrangements meet statutory requirements. Staff are appropriately trained and know what action to take where they have concerns about a student. They conduct appropriate risk assessments and carry out proper checks on the suitability of staff for employment.
- **The governance of the school:**
  - The governing body has been restructured and is organised and led well. Governor expertise is well matched to clearly defined roles and responsibilities. The governing body has a clear focus on student progress and knows the strengths and weaknesses in leadership, teaching and learning. However, the evaluation of the spending on additional activities funded by the pupil premium is not rigorous enough.
  - Accountability is effective. The governing body is accountable to a joint review group set up jointly by the Diocese and the local authority. Senior and middle leaders regularly account to governors who themselves take part in departmental reviews. This has deepened governors' understanding of teaching, learning and student progress.
  - Governors oversee the use of staffing, staff performance and finance well.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of students is good. Relationships between staff and students are positive and make a strong contribution to good behaviour. The vast majority demonstrate positive attitudes to learning. They arrive at their lessons on time and settle quickly to work. Students concentrate well in lessons, ask questions and seek help where they need it. They engage in productive discussion with each other and collaborate well on shared tasks.
- The 'consequences' strategy has a positive impact on learning behaviour in classrooms. Low-level disruption is minimal. The behaviour of some students who have struggled with self-discipline in the past has improved.
- On the rare occasions when behaviour disrupts teaching, the learning support unit helps students to calm down and reflect on the impact of their behaviour on the learning or safety of their peers.
- Students abide by the dress code which sets a high standard for the way they present themselves. The school environment, inside and out, is clean, tidy and well cared-for.
- Exclusions remain well below the national average because of the strong and positive school ethos and the good management of behaviour. The college accepts a large number of students moved from other secondary schools due to their challenging behaviour and is effective in giving them a fresh start in a new school.
- Leaders record individual incidents of inappropriate behaviour accurately. However, they do not analyse patterns of behaviour for groups of pupils in enough detail to target precisely where intervention may be most effective.
- Attendance is average. Attendance has improved for all groups including those who are disadvantaged. This is due to robust procedures for students with lowest attendance and the weekly form competitions for the highest attendance.
- Persistent absence has reduced, including for disadvantaged students and those who have disabilities or special educational needs. However, persistent absence remains higher for these groups compared with their peers.
- Punctuality has improved and very few students are late for school.

### Safety

- The college's work to keep students safe and secure is good. Students feel safe in school and show a good understanding of how to stay safe. They largely enjoy school and like their teachers. Students know they can ask adults for help with any concerns.
- Students conduct themselves calmly in corridors and canteen. They enter and leave the college safely at the beginning and end of the day and are greeted by their teachers as they arrive.
- Students understand the dangers associated with the internet and social networking. They report that racist, homophobic and other unacceptable language is rarely heard within school. When it is, it is dealt with robustly by staff who are consistent in tackling any inappropriate behaviour. Tolerance and respect is shown between students of different backgrounds.
- Students rarely experience any negative behaviour from their peers in school and they get along well with

each other. Bullying is rare. 'Bullying ambassadors' report any signs of bullying to adults and offer support to their peers.

- Staff intervene early to protect and educate potentially vulnerable students. For example, the on-site Safer Leeds police officer educates students effectively about the dangers of child sexual exploitation. She intervenes where friendship issues that arise outside the college may compromise the safety of students.
- Appropriate checks are made by the college and the local authority to ensure that students are safe at off-site provision.
- Students were well-supported following the incident and help continues to be available.

### **The quality of teaching** is good

- Teachers generally have high expectations, though in a few lessons, levels of challenge need to be higher, especially for the most able. A good example of effective challenge was observed in a Year 7 science lesson where students at different ability levels set their own questions about the periodic table and worked out how to find the answers.
- Questioning is usually used well to develop classroom dialogue, deepen understanding and check learning. On some occasions, however, opportunities are missed to probe students further.
- Lessons are well structured with a logical sequence of interesting tasks which methodically work towards the lesson objectives.
- Teachers often engage students well in thinking, for example through structured talk and by getting them to define what they need to do to be successful in the lesson.
- Peer- and self-assessment by students are often used well to check learning and extend understanding.
- Good marking regularly provides accurate praise and specific actions for improvement. Students often carry out these actions in the next lesson, though this is not consistent.
- Teachers use the school's consequences system well to ensure that behaviour in lessons is closely controlled and managed. Their good relationships with students promote good cooperation and engagement in learning.
- The teaching of Year 7 and 8 students with weaker basic skills in English and mathematics is good. Well-qualified teaching assistants support learning effectively.
- Students in the resource base take pride in their learning, engage well in discussion and take part enthusiastically in practical learning that is matched well to their needs.

### **The achievement of pupils** is good

- Over the last three years, the proportion of students gaining five GCSEs at grades A\* to C, including English and mathematics has risen steadily. In 2009, students entered the school with attainment that was significantly below average and they achieved broadly average results in Year 11 in 2014. This represents good progress. Reliable predictions for 2015 indicate that the current Year 11 students are on track for similar levels of attainment and progress.
- The proportion gaining at least a grade C in English rose markedly in 2014. In mathematics, the proportion gaining at least grade C edged closer to the national average.
- The proportion of disadvantaged students gaining five GCSEs at grades A\* to C, including English and mathematics, has increased year-on-year. The gap with other students nationally has narrowed. The gap with other students in school has not. In 2014, disadvantaged students were behind other students in school by one grade in English and one and a half grades in mathematics.
- In 2014, the proportions making or exceeding expected progress were close to the national averages in English and mathematics. Over the last three years, disadvantaged students increased their rates of progress in English and mathematics. The progress made by the most able students in English and mathematics was similar to the most able nationally. GCSE students achieved exceptionally well in Spanish. Progress was average in science. Fewer than average of the most able students gained A\* or A grades in separate sciences but this is on track to improve in 2015.
- Students with severe learning difficulties in the resource base achieve well. In 2014, for the first time, a student achieved a pass in GCSE maths.
- Students with special educational needs are making improved progress at Key Stage 3. The legacy of a previous lack of extra support at Key Stage 3 and a limited curriculum at Key Stage 4 restricted their attainment at GCSE. The improved curriculum provides current students with special educational needs

better opportunities for higher attainment in the coming years.

- Weaker students in Years 7 and 8 who receive extra support for basic skills in English and mathematics, show limited progress in Year 7 but greater progress by the end of Year 8. A high proportion of students at Key Stage 3 take part in dedicated reading sessions which improves their reading. A few students receive extra support for one-to-one reading. The school is rightly planning to increase support for weaker readers by involving older students in paired reading. In subjects across the curriculum, students are well supported in their understanding of key words and in using correct English in their writing.
- Students attending off-site provision gained qualifications in English and mathematics but in few other subjects. The improved curriculum is giving the current Year 9 and 10 students better opportunities for more qualifications.

## 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>	455945

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>	965
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Dowling
<b>Headteacher</b>	Steve Mort
<b>Date of previous school inspection</b>	20 June 2013
<b>Telephone number</b>	0113 2009010
<b>Fax number</b>	Not applicable
<b>Email address</b>	info@corpusleeds.org

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