

# Inspection of Corpus Christi Catholic Primary School

Halton Moor Avenue, Leeds, West Yorkshire LS9 0HA

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Inspection dates: 7 and 8 June 2022

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| <b>Overall effectiveness</b> | <b>Good</b>        |
| The quality of education     | <b>Good</b>        |
| Behaviour and attitudes      | <b>Outstanding</b> |
| Personal development         | <b>Good</b>        |
| Leadership and management    | <b>Good</b>        |
| Early years provision        | <b>Outstanding</b> |
| Previous inspection grade    | Good               |

## **What is it like to attend this school?**

Leaders have ensured that the Catholic ethos threads through every aspect of their work. There is no doubt that it is a positive aspect of this friendly school. Pupils are looked after by caring adults who know them well. From the moment they start in the Reception Year, through to Year 6, pupils benefit from the strong curriculum that leaders have developed. Many parents commented on how special this school is and spoke highly of all that this school offers their children.

Pupils' behaviour is exemplary. Pupils know what is expected of them and happily follow the rules put in place, such as lining up quietly at the end of the school day. There is a calm and orderly atmosphere across the school. Pupils listen carefully to their teachers in lessons and are keen to do well. Older pupils can explain how the whole school community works together to support each other. Pupils know that they are kept safe at school. They are confident that if they had a concern, adults would act quickly to help them.

Leaders have ensured that pupils have a wide range of opportunities to grow in confidence and resilience. Many have leadership roles in school and are proud of how they work alongside leaders to review school policies, work as 'eco-warriors' or contribute in other ways such as through the 'art council'.

Over time, pupils develop an increasingly sophisticated understanding of what it means to be a good citizen. Pupils know the importance of treating everyone fairly. Pupils consistently demonstrate high levels of respect for adults, visitors and each other.

## **What does the school do well and what does it need to do better?**

Leaders have ensured that pupils benefit from a strong curriculum that meets the aims of the national curriculum. In the majority of subjects, the important knowledge that leaders want pupils to know and remember is carefully identified. Pupils cover topics in a sensible order that builds on what they have learned before. However, in a few subjects, including personal, social and health education (PSHE), there are not sufficient opportunities for pupils to return to what they have learned before. Some pupils struggle to recall some of their prior learning.

Children in the Reception Year are immersed in language from the moment they start attending school. They are gently encouraged by skilled staff to use their developing knowledge of phonics. Pupils who need additional help to learn to read are supported by well-trained adults. This includes pupils with special educational needs and/or disabilities (SEND). As a result, all pupils quickly learn to read.

Teaching staff are both knowledgeable and enthusiastic. They explain new concepts clearly and check carefully that pupils understand what is being taught. Teachers know which pupils in their class need more support. Leaders make sure that

teachers have the information they need about those pupils with SEND. This helps teachers to plan effective sequences of teaching that all pupils can access.

Teachers check carefully that pupils understand what they are learning in class. Teachers identify where there are gaps in pupils' knowledge and plan appropriately to help them catch up. Subject leaders regularly carry out a range of checks to determine the quality of education that pupils receive. Teachers welcome the advice and support they receive from subject leaders.

Leaders have a strong focus on developing pupils' character and self-belief. In the Reception Year, children quickly develop their independence, resilience and cooperation. They build strong relationships with others in their class. There are numerous opportunities for children to develop their creativity and imagination. They enjoy using the wide range of resources they have around them. Leaders have ensured that children are well prepared for the next stage of their education.

Pupils consistently display high standards of behaviour and conduct. The high expectations that pupils have for themselves and each other underpin the calm, purposeful and respectful environment across the school. Pupils are taught to be kind to one another. There are rarely any incidences of poor behaviour. However, pupils are confident that teachers would quickly take any action if needed.

Pupils have many opportunities to contribute to the life of the school and the wider community. Some pupils are 'corridor cops' while others have been elected to the school council. Pupils learn about the wider world around them. They know the importance of staying fit and healthy, including how to look after their mental and emotional health. Pupils have unwavering respect for others, including those who may be different to them.

Governors know the school, the staff and pupils well. Governors check that school leaders make the right decisions for the benefit of all pupils. As the restrictions due to the pandemic are receding, governors are again regularly visiting the school to check the impact of leaders' work.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that staff receive regular training on important safeguarding issues. Staff know the signs that suggest a child might be at risk of harm and what action to take. Pupils are taught how to keep themselves safe, including from any risks they may encounter online.

On the few occasions that there are concerns raised about the safety of pupils, leaders take prompt action to ensure that children are kept safe. This includes making timely referrals to wider safeguarding agencies. However, in a few isolated cases, the details of the actions that leaders take are not consistently recorded in sufficient detail in the safeguarding paperwork.

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

### (Information for the school and appropriate authority)

- On a few occasions, the important safeguarding documentation that leaders complete does not fully capture sufficient information about the actions that leaders have taken. This can lead to a lack of clarity about the action that has been taken. Leaders must make sure that all safeguarding records consistently contain sufficient information to evidence the appropriate, timely steps that have been taken.
- In some subjects, leaders have not ensured that teachers routinely revisit important subject knowledge. As a result, in some subjects, pupils struggle to recall what they have learned before. This includes PSHE, where pupils struggle to recall information about different faiths. Leaders should ensure that there are regular opportunities for pupils to revisit important information so that they can secure this in their long-term memory.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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| <b>Unique reference number</b>             | 108024   |
| <b>Local authority</b>                     | Leeds  |
| <b>Inspection number</b>                   | 10200734   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Voluntary aided  |
| <b>Age range of pupils</b>                 | 4 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 281  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Gary Kerrigan  |
| <b>Headteacher</b>                         | Mrs W M Walsh  |
| <b>Website</b>                             | <a href="http://www.corpusprimaryleeds.org">www.corpusprimaryleeds.org</a> |
| <b>Date of previous inspection</b>         | 5 December 2018, under section 8 of the Education Act 2005                 |

## Information about this school

- The school is a voluntary aided school with a religious character. The most recent section 48 inspection of the school was in December 2017. Due to the pandemic, section 48 inspections were suspended and the inspection window was extended by up to eight years. Therefore, the next section 48 inspection is due between December 2022 and December 2025.
- The school makes use of one provider of alternative provision, The Pivot Academy LS East.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. They also met with the chair of governors and other governors, including a representative of the

Diocese of Leeds. A telephone conversation was held with a representative of the local authority.

- To evaluate the quality of education, inspectors did deep dives in mathematics, English, early reading and history. This entailed meeting with subject leaders; visiting a sample of lessons; scrutinising pupils' work; talking to pupils about their work; and talking with teachers. Inspectors heard pupils read. Further curriculum documents for PSHE and music were reviewed. Inspectors looked at a range of pupils' books in some other subjects.
- Inspectors scrutinised a range of documentation. This included safeguarding records, data and analysis on behaviour and attendance and leaders' school improvement plans. Inspectors reviewed a range of school policies, including those for behaviour, safeguarding and pupils' personal development.
- Inspectors took into account the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View, talking with parents and carers outside the school and through telephone conversations held with some parents.
- Inspectors considered the views of staff through meetings and conversations with different members of staff and from the responses to Ofsted's staff questionnaire.

### **Inspection team**

Eleanor Belfield, lead inspector

Her Majesty's Inspector

Zoe Westley

Ofsted Inspector

Deborah Ashcroft

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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