

Corpus Christi Catholic High School

St Vincent's Road, Fulwood, Preston, Lancashire PR2 8QY

Inspection dates

27–28 February 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders at every level are committed to raising the aspirations and the life chances of young people in the local area.
- Leaders, including governors, have an accurate view of the school. Since the previous inspection, they have worked effectively to raise standards.
- Outcomes for pupils have improved considerably in all subjects. This is particularly the case for disadvantaged pupils and the most able pupils.
- Current pupils in all year groups make consistently good progress across almost all subjects, including in English and mathematics.
- Pupils' progress in science is improving but the improvements have not been as rapid as those seen in other subjects.
- Staff are proud to work at the school. They appreciate the support and training they receive. The quality of teaching has improved across the school.
- Teachers use information about what pupils know already to plan activities that challenge them. Since the previous inspection, the progress made by the most able pupils has improved markedly.
- Leaders use additional funding effectively. The differences between the progress made by disadvantaged pupils and other pupils nationally are diminishing.
- Leaders have worked effectively to foster good relationships between staff and parents and carers. Most parents work with the school to support pupils in improving their attendance and behaviour.
- Pupils, staff and most parents share the view that behaviour across the school is good. The proportion of pupils excluded from the school is decreasing.
- Attendance is improving because pupils enjoy school and they understand the importance of attending every day. Although their attendance is improving, disadvantaged pupils do not attend as regularly as their peers.
- Leaders have created a strong and supportive community. Pupils feel safe, valued and cared for by staff. Incidents of bullying are rare.
- Pupils benefit from a broad and challenging curriculum at key stage 3. Pupils in key stage 4 choose to study courses from a wide range of academic and vocational subjects.
- There is a culture of reading across the school. Effective support ensures that when pupils who struggle with reading join the school, they soon catch up with their peers.
- Middle leaders are keen and committed to improving outcomes for pupils. However, some middle leaders have been more effective in securing improvements in the quality of teaching than others.

Full report

What does the school need to do to improve further?

- Continue to develop the quality of middle leadership to ensure that middle leaders are consistently effective in improving the quality of teaching in their subjects.
- Improve outcomes for pupils in key stage 4 further, particularly in science, by ensuring that teachers identify and address the gaps in pupils' knowledge so that they can apply this knowledge to more demanding tasks.
- Reduce further the proportion of disadvantaged pupils who are regularly absent from school by embedding the strategies to improve pupils' attendance.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher leads by example. Senior leaders are committed to improving the life chances of young people in the local area. Together with other staff, they have created an inclusive and supportive school community that embodies the school's strong Catholic ethos. This comment from a pupil typifies the school's culture: 'Corpus Christi helps us to reach our potential, to push forward and not be left behind.'
- Leaders and governors have an accurate view of the school. Since the previous inspection, they have worked tenaciously to raise standards in those areas that required improvement. Where weaknesses have persisted, for example in some aspects of middle leadership, senior leaders have been keen to use feedback from external experts. This has helped to inform and shape improvements. Leaders are highly reflective. They regularly review the impact of their actions to ensure that they are having a positive effect. For example, they regularly review the impact of their actions to improve pupils' rates of attendance.
- The senior leader responsible for the quality of teaching ensures that there are effective systems in place to monitor teaching. Training for staff is carefully crafted and focused upon those areas that most require further development. As a result, outcomes for pupils have improved considerably since the previous inspection. Staff are overwhelmingly positive about the training that they receive. Clear lines of accountability ensure that senior leaders are effective in holding middle leaders to account. This has helped to secure improvements in the quality of teaching across all subject areas, including English and mathematics.
- Since the last inspection, there have been several new appointments to strengthen middle leadership. Middle leaders are committed and enthusiastic about making improvements. For instance, subject leaders in humanities, mathematics, English and modern foreign languages have been highly effective in improving the quality of teaching in their own subject areas.
- Senior leaders ensure that middle leaders benefit from a variety of training opportunities and where appropriate, they provide extra support. In those subjects where improvements in the quality of teaching have been less rapid there are ambitious and effective action plans in place. For example, the science department is now fully staffed and the quality of teaching in this subject is improving. Nonetheless, weaknesses in the leadership of some subjects remain.
- Leaders have worked effectively to consolidate and improve relationships with parents and carers. This is having a positive effect on the support that pupils receive from their parents at home. For example, a higher proportion of parents take an active interest in how they can support their children. To this end, over 90% of parents attend parents' evenings regularly.
- Leaders have a clear rationale for the curriculum. Since the previous inspection, they have reviewed the curriculum and made changes. The curriculum is broad, balanced and ambitious. For instance, leaders have worked to increase the extent to which teachers challenge pupils in key stage 3. These changes, coupled with the improvements in the quality of teaching, have had a positive impact on outcomes for

pupils. For example, a higher proportion of pupils are choosing to study a humanities subject and a modern foreign language at key stage 4.

- The work of the pastoral team has been highly effective. Pupils feel valued and cared for by staff. Pastoral leaders have worked to secure improvements in pupils' behaviour and attendance. For instance, the need for pupils to maintain high levels of attendance is given a high profile. Despite this, rates of absence for disadvantaged pupils remain above the national average for all pupils nationally. Nevertheless, the attendance of all groups, including disadvantaged pupils, shows a marked improvement when compared with the same time last year.
- The differences in the progress made by disadvantaged pupils and other pupils nationally are diminishing. Senior leaders' use of additional funding for disadvantaged pupils has secured improvements in the standards that they achieve at key stage 4. The progress made by disadvantaged pupils in 2018, albeit from a lower baseline, increased at a faster pace than that of other pupils at the school. This is especially the case in mathematics.
- Leaders ensure that those pupils who require extra support for literacy and numeracy receive appropriate help when they join the school. Pupils are identified quickly and benefit from a range of programmes that are carefully tailored to their needs. The support that pupils receive to improve their numeracy skills has been particularly effective. Leaders have worked to ensure that there is a consistent approach to developing pupils' literacy and numeracy skills across the curriculum. They have reviewed the curriculum to ensure that pupils have been taught relevant mathematical content before applying this knowledge in other subjects, for example geography.
- Those pupils with special needs and/or disabilities (SEND) are identified quickly and receive appropriate support. Leaders have established strong links, both with parents and with local primary schools. Leaders ensure that teachers are aware of and plan to meet the needs of this group of pupils. They monitor their progress carefully so that pupils with SEND catch up with their peers. There have been improvements in both the attendance and behaviour of this group of pupils.
- Leaders are keen to ensure that pupils benefit from a range of opportunities that allow them to develop spiritually, morally, socially and culturally. To this end, they ensure that pupils undertake a range of activities. For example, pupils in Year 7 learn about helping the local community as part of the personal, social, health and economic (PSHE) education curriculum. Through the religious education curriculum, pupils learn about different religions, such as Christianity and Judaism. They benefit from a range of extra-curricular activities, including the opportunity to be involved in theatrical performances. The school's inclusive Catholic ethos is one that promotes respect and tolerance. For instance, pupils explained how the school is a place where they feel they can be open about their sexual orientation.

Governance of the school

- Following the previous inspection, the governing body was reconstituted and strengthened, and an external review of governance was carried out by the local authority. Some members of the governing body have resigned, and four new governors have been appointed. A new chair of governors has also been appointed.

- The governing body has worked to address the areas for improvement identified in the external review of governance. For example, governors have been able to benefit from relevant training. This means that they are no longer reliant only on senior leaders for information about the school and can challenge leaders appropriately.
- Through a range of strategies, members of the governing body ensure that the information that senior leaders provide is accurate. For example, they check to ensure that the improvements in the quality of teaching cited by leaders are verified by external experts.
- Improvements in the governance of the school since the previous inspection mean that governors are diligent in holding senior leaders to account for their actions.

Safeguarding

- The arrangements for safeguarding are effective. Leaders and staff have created a culture of vigilance. Staff receive relevant safeguarding training. This training is kept up to date. For instance, staff have recently completed an update to their 'Prevent' duty training. This means that they are aware of the potential signs and dangers of extreme views and radicalisation.
- Staff understand the procedures and systems to follow if they have concerns about a pupil. All safeguarding concerns raised are acted on quickly by staff.
- Staff have fostered effective links with many external agencies. As a result, vulnerable pupils receive the support that they need. Leaders' record-keeping in this area is meticulous.
- The system to ensure that adults who work at the school are safe to work with pupils is well maintained. Those responsible for governance check that the relevant document is kept up to date and that leaders and staff follow recruitment procedures.
- Pupils have a good understanding of how to keep themselves safe. This is because they learn about the many issues they may face growing up in modern Britain. For example, they learn about the negative effects of drugs and alcohol. They also learn about the dangers posed by gangs, as well as how to stay safe on the internet. Pupils in Year 9 have recently learned about the dangers of sexting.
- Those pupils who spoke with the inspection team explained that they feel safe in school. They also report that any rare incidents of bullying are dealt with effectively by staff.

Quality of teaching, learning and assessment

Good

- Teachers have high expectations and they expect the best from pupils. As a result, pupils have positive attitudes to learning. They want to do well.
- Teachers use their strong subject knowledge to provide clear explanations for pupils. They adapt their questioning to allow pupils to learn from their mistakes.
- Many teachers ensure that pupils can revisit learning. This is especially the case in mathematics where teachers check regularly that pupils' knowledge of key concepts is embedded. This was also evident in modern foreign languages, where teachers ensure

that pupils' knowledge of vocabulary and grammar is secure. This allows pupils to have conversations in German with their peers about their work.

- Teachers are ambitious for pupils, regardless of their starting points. As a result, teachers challenge pupils and pupils make good progress. This is especially the case for the most able pupils.
- For the most part, teachers' assessment of pupils' learning is accurate. This is because leaders have embedded effective systems of assessment. Teachers use correct assessment information to plan learning. As a result, pupils have enough opportunities to use their prior knowledge to respond to more complex tasks.
- There are respectful and supportive relationships between staff and pupils. This means that pupils are confident in asking teachers for help. Teachers' effective use of assessment information means that they are quick to identify pupils who are falling behind.
- Most teachers provide additional help and support to ensure that any gaps in pupils' learning as a result of a legacy of weaker teaching are filled. This allows pupils to catch up quickly with their peers. Nonetheless, there are occasions in some subjects when the gaps in pupils' knowledge in key stage 4 hold them back, for example in science.
- Teachers know pupils well. There are effective systems in place to ensure that teachers have a good understanding of the needs of pupils with SEND. As a result, they plan learning that allows this group of pupils to make good progress in most subjects.
- Most teachers set homework that is in line with the school's policy. Work in pupils' books shows that homework is purposeful and supports pupils' learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident learners. For example, they explained articulately the methods they use to complete questions in mathematics. Most pupils take pride in their work. They are motivated to improve it and overcome their misconceptions.
- Pupils support each other. For example, pupils in key stage 4 'buddy up' with younger pupils to help them with their organisational skills and their homework.
- Pupils are well organised. They explained to inspectors how their homework diaries help them to prioritise and organise their learning. They bring the correct equipment to school.
- Pupils report that they feel safe at school. They are confident that adults in school will help them if they have any concerns or worries.
- Pupils learn how to keep themselves healthy through the PSHE curriculum. For instance, pupils in Year 7 learn about puberty and the importance of personal hygiene. Pupils in Year 10 learn about how to look after their emotional health as well as the signs of breast and testicular cancer. Pupils in Year 9 learn about the effects that smoking can have on physical health.

- Incidents of bullying are rare. Pupils are confident that teachers will deal with bullying effectively. Neither staff nor pupils will tolerate discriminatory language. School behaviour records show that the use of racist and homophobic language is extremely rare.
- Pupils benefit from a well-organised programme of careers education. This is helping to raise pupils' aspirations. This programme of guidance begins in Year 7. There is a range of experiences to prepare pupils for the next stage in their education. For instance, staff have worked to develop strong links with local employers to ensure that pupils can benefit from appropriate work experience.
- There are effective arrangements in place to monitor the welfare and attendance of those pupils who attend alternative provision.

Behaviour

- The behaviour of pupils is good. There is a calm and purposeful atmosphere around the school. Social times are orderly and well supervised by staff.
- Pupils are friendly and polite. They arrive at their lessons on time. The overwhelming majority of pupils demonstrate respect for their peers and their teachers.
- Pupils' rates of absence are decreasing towards the national average. Overall rates of absence are in line with national averages. Rates of absence for disadvantaged pupils remain above the national average for all pupils. However, the proportion of disadvantaged pupils regularly absent from school is decreasing.
- There are very clear systems for managing pupils' behaviour. Pupils and teachers show a strong understanding of these systems. Teachers use them well. Pupils and teachers report that behaviour across the school is good and that low-level disruption during learning is rare. Staff feel that they are well supported by leaders in managing pupils' behaviour.
- The proportion of pupils excluded for a fixed period is decreasing. The pastoral team uses a range of strategies to help pupils to improve their own behaviour. Staff have forged strong links with pupils' families and outside agencies. This means that pupils can benefit from appropriate support.
- Leaders only use permanent exclusion as a last resort. They do everything they can to support those pupils who are at risk of being permanently excluded from school. Although still above the national average, the proportion of pupils who are excluded from school permanently is diminishing.

Outcomes for pupils

Good

- Since the last inspection, the progress made by pupils at key stage 4 has improved significantly. This is especially the case for the most able pupils. This group of pupils made progress in line with or above that of pupils nationally in English, mathematics and humanities. Pupils' GCSE results for the last two years demonstrate a strong trajectory of improvement.

- Provisional information for 2018 shows that, overall, pupils at key stage 4 made progress that was in line with the national average. However, this was not the case in some subjects, for example in mathematics and science. This was because of instability in staffing.
- Leaders have acted to stabilise staffing and improve the quality of teaching across the school. As a result, current pupils make good progress in almost all subjects. These include English, drama, music, business studies, humanities and German.
- Developments in the quality of teaching in mathematics have secured considerable improvements in the progress that current pupils make. This was particularly evident in the mathematics books of Year 9, 10 and 11 pupils. Work in pupils' books shows that outcomes for pupils in science are improving. Some pupils make good progress in science, especially in physics. However, there are occasions when gaps in pupils' learning in key stage 4 hamper their progress.
- A more challenging curriculum for pupils in key stage 3 means that teachers are challenging pupils as a matter of routine. This is having a positive effect on the progress that these pupils make. For example, Year 7 pupils make good progress in almost all subjects. This is especially the case for disadvantaged pupils.
- The progress made by disadvantaged pupils has improved since the previous inspection. Provisional information shows that disadvantaged pupils who left the school in 2018 made better progress in English and mathematics than those disadvantaged pupils who left the school two years ago.
- Work in the books of pupils currently in the school also shows that disadvantaged pupils are making greater gains in learning than they have done in the past across many subjects. Leaders' effective use of additional funding is helping to fill the gaps that this group of pupils have in their knowledge and provide pupils with appropriate support. The differences in the progress made by this group of pupils and other pupils nationally are diminishing.
- Provisional information for 2018 shows that outcomes for pupils with SEND have also improved in every measure since the previous inspection. The progress made by current pupils with SEND continues to improve. Teachers are aware of and better understand the needs of this group of pupils.
- Pupils are reading more often than they did previously. Teachers expect pupils to have a reading book with them and the school library is well used. Those pupils who struggle with reading benefit from extra support from staff.
- Leaders have acted to improve the quality of careers information, education, advice and guidance for pupils. For the last two years, the proportion of pupils moving on to further education, employment or training has been in line with or above the national average.
- Staff visit those pupils who attend alternative provision to check on the progress they are making. Leaders ensure that these pupils study a curriculum that will prepare them for the next stage in their education.

School details

Unique reference number	119780
Local authority	Lancashire
Inspection number	10057933

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

Type of school	Secondary comprehensive
School category	Voluntary aided
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	593
Appropriate authority	The governing body
Chair	Janet Butterworth
Headteacher	David Hubbard
Telephone number	01772 716 912
Website	www.ccc.lancs.sch.uk
Email address	admin@ccc.lancs.sch.uk
Date of previous inspection	10-11 November 2016

Information about this school

- This school is smaller than the average-sized secondary school.
- The proportion of disadvantaged pupils is well above the national average and includes almost half the pupils at the school.
- Most pupils are of White British heritage with small proportions of pupils from other ethnic groups, the largest of which include pupils from White and Black Caribbean and Indian heritages.
- The proportion of pupils with SEND is below the national average.
- The school uses two alternative providers for a small number of pupils. The alternative providers used by the school are Preston College and Larches Medical.
- Since the previous inspection, the school has received support from a number of external partners, including the local authority.

- There have been several changes to staffing since the previous inspection, including the appointment of a number of new middle leaders in religious education, geography, science and mathematics. Two new pastoral leaders have also been appointed.

Information about this inspection

- Inspectors spoke with pupils during social times and between lessons. They also spoke formally with three groups of pupils from different year groups.
- Inspectors observed pupils' learning and scrutinised their work across different year groups and subjects.
- The inspection team considered a wide variety of documentation. This included: leaders' self-evaluation, leaders' own information about the progress of current pupils, pupils' attendance and behaviour information and documentation relating to safeguarding.
- The inspection team also considered external reviews of governance and the pupil premium funding.
- Inspectors met with the headteacher, senior leaders, a group of subject leaders and a group of pastoral leaders. They also spoke with other members of the school staff. An inspector spoke on the telephone with a member of staff from an alternative provider used by the school.
- The lead inspector spoke on the telephone with a representative of the Diocese of Lancaster. The lead inspector also met with a representative of the local authority and five members of the governing body, including the chair of governors.
- Inspectors considered 38 responses to Ofsted's pupils' survey and 56 responses to Ofsted's staff survey. They also considered 33 responses to Ofsted's online questionnaire, Parent View, including 31 written responses through Ofsted's free-text facility.

Inspection team

Emma Gregory, lead inspector	Her Majesty's Inspector
Annette Patterson	Ofsted Inspector
Deborah Bailey	Ofsted Inspector
Rachel Cave	Ofsted Inspector

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