



## Catholic Schools Inspectorate inspection report for **Corpus Christi Catholic Primary School**

URN: 103424

Carried out on behalf of the Most Rev. Bernard Longley, Archbishop of Birmingham on:

Date: 19-20 Oct 2022

Overall effectiveness The overall quality of Catholic education provided by the school.....	<b>2</b>
Catholic life and mission (p.3) How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....	1
Religious education (p.5) The quality of curriculum religious education.....	2
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	2
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

### Summary of key findings

#### What the school does well

- All school community members joyfully live the Catholic mission of Corpus Christi.
- Relationships throughout the school are based on the highest levels of care.
- Teachers' high level of subject knowledge leads to pupils demonstrating good progress in lessons.
- Pupils respond reverently to prayer and worship, using messages from assemblies to guide their day-to-day actions.
- Behaviour is excellent in all year groups.

What the school needs to improve:

- Provide feedback in religious education that enables pupils to understand what they must do to progress in their learning.
- Embed systems that enable pupils to collaborate with each other when planning and delivering prayer and liturgy so they can lead prayer more independently of staff.
- Ensure self-evaluation is consistently informed by thorough monitoring.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade:.....

1

### Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school .....

1

### Provision

The quality of provision for the Catholic life and mission of the school .....

1

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school .....

1

All school community members embrace the mission, 'Learning to Love, Loving to Learn, Whilst Living together in Christ.' Pupils describe the school as 'like one big family' – a view shared by staff and parents. Behaviour in all classes is excellent. Through a behaviour policy founded on forgiveness, staff expertly guide pupils to resolve any problems which arise between themselves; consequently, even very young pupils can reflect maturely on their choices. Pupils highly value leadership roles and speak confidently about their impact, particularly in the Cafod Club and Mini Vinnies. They talk positively about the difference they make to their local, national, and global communities. Last year, pupils participated in a 'homeless experience' where they spent the night sleeping in school and talked about how this led them to show care for people experiencing homelessness locally. Through their response to Catholic Social Teaching, the Mini Vinnies proactively seek opportunities to help those less fortunate than themselves.

There is a strong culture of welcome, which is evident in all relationships. Staff embrace opportunities to support one another. They are proud of their strong community and speak highly of leaders who have created a caring culture that is felt by all. Pupils are respectful of other faiths, and all members of the diverse school community are welcomed. Parents say that 'regardless of faith or religious beliefs, all children are welcomed, included, and loved.' Staff show high levels of care for one another and pupils, resulting in a fully inclusive environment where all are nurtured. Pupils with complex needs are given regular opportunities to engage in all aspects of school life and are supported well by additional adults. A recent investment in an outdoor prayer space aims to allow parents and carers to pray with their children and is a visible sign of the school's Catholic character to all who arrive at the school.

Strong links to the parish of Corpus Christi, enhanced through the appointment of a lay chaplain, have ensured pupils receive high-quality opportunities for spiritual and moral development. They see the need to serve the parish, for example, by serving on the altar or leading coffee mornings after Sunday Mass to raise funds. The parish priest is a regular visitor to the school; he supports the school in delivering the sacramental programs alongside two religious sisters. The strong link between the school and the parish has led to several families being received into the Catholic Church. Corpus Christi is starting to embed the principles of Catholic Social Teaching into religious education lessons, and pupils can relate their studies to these concepts. However, it is still too early to see the impact of Catholic Social Teaching across the broader school curriculum. The head teacher is well-supported by a committed governing body that prioritises opportunities for her spiritual development. Governors rightly see the school as a source of inspiration to the whole community and are highly ambitious about its contribution to the lives of the people it serves. They are proud of the strong links to the Church and fully support the school in its core mission. Governors are passionate about their role within the school, supporting and challenging leaders. They ensure that all policies reflect the Catholic mission of the school with 'Christ and the Eucharist at the centre' and have prioritised investment of resources in this area. Leaders are highly committed to the further development of all staff which has led to high levels of confidence amongst staff.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

2

### Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

2

### Provision

The quality of teaching, learning, and assessment in religious education.....

2

### Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

2

Pupils' knowledge of religious education is secure in all classes due to high levels of expertise from staff, who build on previous learning through various retrieval techniques, which have led to good progress. Support for vulnerable groups throughout lessons informs assessment; however, work in books does not consistently show the achievements of some of these groups. Pupils talk about their religious education lessons in the context of how they relate to their own lives. They understand various Bible stories because of teachers' high importance on Scripture within their lessons. In most classes, pupils are supported to ask good questions, leading to better understanding. Pupils are given opportunities to work collaboratively at the start of lessons which leads to good levels of independence in written work later on. Where creative learning methods are used well, pupils demonstrate their understanding of new knowledge, subsequently showing improvement over time; however, this is inconsistent in some classrooms. Pupils' behaviour during lessons is good because they enjoy religious education and relate their learning to their own experiences; even the youngest pupils are learning to put themselves in the position of key characters from Bible passages and reflect upon them. For example, during a lesson about individual vocations in Key Stage 1, a pupil described his responsibility for ensuring he is well-behaved because he understood that God was calling him to try his best. Whilst pupils talk confidently about how their work is assessed, they struggle to articulate what they need to do to improve their work. A significant proportion of parents who submitted responses to our survey shared this sentiment.

Because staff subject knowledge is a strength, pupils learn new content well. Teachers value religious education and have high expectations. Through good questioning, teachers guide pupils to a deeper understanding. The assessment system used in lessons allows teachers and

support staff to adapt lessons to meet the needs of most pupils; however, feedback to pupils often lacks detail, meaning pupils struggle at times to understand how to improve their work. The development of pupils' spiritual and moral development in lessons is evident in all age phases, with teachers giving pupils time to think about their reactions to stories from the Bible.

Leaders ensure that staff receive regular training in implementing the religious education curriculum. Systems of assessment used elsewhere in school are equally applied to religious education, and data is analysed in line with other core subjects. The link governor accurately understands the strengths of the school's provision and outcomes; however, governors have not yet monitored with sufficient rigour whether all teachers provide complete coverage of each unit of work. Both subject leaders for religious education work together well to ensure their vision leads to improvements in teaching and learning. Staff say they are supported by leaders and regularly draw on their expertise to improve standards. Where support for those with additional needs works best, pupils demonstrate their understanding of the key learning questions in their books. However, there are limited examples of this across the school, meaning the work undertaken by leaders and teachers to target vulnerable groups currently has a limited impact on the quality of work in books. Current structures for the self-evaluation of religious education are insufficiently informed by thorough monitoring, and so do not lead to strategic improvement planning.

## Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective Worship key judgement grade:.....

2

### Pupil outcomes

How well pupils participate in and respond to the school's collective worship .....

2

### Provision

The quality of collective worship provided by the school .....

1

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship .....

2



Pupils participate fully in prayer and liturgy, consciously responding to messages shared and relating them to their own lives. The celebration of Mass is central to the life of the school, with all pupils participating each week. They respond well to prayer and readily sing. During moments of quiet reflection, they behave reverently. Scripture is used well throughout the school and linked to the Church's liturgical year to enhance pupils' understanding. For example, following a harvest assembly, pupils spoke about how the widow in the Bible passage gave away the only money she had despite the fact she needed it herself; they explained that this taught them to share and, as a result, they were moved to action by donating to the local food bank. The lay chaplain works with pupils one day a week to prepare liturgies. Whilst pupils' confidence to lead liturgy independently is not fully embedded; pupils are willing to undertake this ministry. They select appropriate passages of Scripture and can explain how prayer areas reflect specific liturgical seasons.

The centrality of prayer is evident in all areas of school life. The school is a prayerful community with prayer used to support all its members. Pupils have good knowledge of daily prayers and can describe which seasons some traditional prayers are used in. Scripture passages are always carefully and thoughtfully chosen when staff prepare prayer; this leads pupils to explain each liturgy's message confidently. Staff, particularly leaders, provide prayerful opportunities which allow pupils time for reflection leading to a commitment to 'go forth' and act differently. Music is central to prayer and liturgy. Leaders' faith, particularly the head teacher, who is an inspirational role model, is a strength throughout the community. A range of prayer spaces is available for pupils, including a prayer garden and a new prayer space by

the school's entrance. Staff are working on maximising the opportunities for prayer available using well-cared-for spaces. Parents engage well in acts of worship. The large variety of opportunities for families to join in prayer and liturgy, including 'stay and pray' sessions, is widely valued by community members. The strong parish links have positively impacted pupils preparing to receive the sacraments, which has led to many parents being received into the Church.

Leaders support staff to lead appropriate prayer and worship through clear guidance, using diocesan resources to plan and prepare the liturgy. Leaders ensure the school calendar reflects significant dates in the Church's calendar, resulting in a wealth of opportunities for pupils to celebrate the Eucharist. Governors prioritise the formation of staff, particularly the head teacher; this has resulted in staff becoming highly skilled in their prayer provision. The strong parish links mean that no opportunity to work together is missed. Governors, many of whom are members of the parish of Corpus Christi, have excellent knowledge of the community's needs. They participate in prayer and have first-hand experience of how it has supported the families within the school. Governors have prioritised funds to appoint a lay chaplain, who prepares the readings and music for Mass with pupils each week, further embedding staff and pupils' knowledge of the liturgy. Governors prioritise the resourcing of prayer and liturgy when allocating budgets. Whilst leaders ensure that some monitoring occurs, it does not yet contribute strategically to improvement planning.

## Information about the school

Full name of school	Corpus Christi Catholic Primary school
School unique reference number (URN)	103424
Full postal address of the school	Lyttelton Road, Stechford, Birmingham, B33 8BL
School phone number	01216752784
Name of head teacher or principal	Julie Taylor
Chair of governing board	Kate Mara
School Website	Corpuschristi-bham.secure-dbprimary.com
Multi-academy trust or company (if applicable)	Not applicable
Type of school	Primary
School category	Voluntary aided
Age-range of pupils	4 to 11
Trustees	Archdiocese of Birmingham
Gender of pupils	Mixed
Date of last denominational inspection	February 2017
Previous denominational inspection grade	1

## The inspection team

Karyn Oakley	Lead inspector
Michelle Walsh	Team inspector

## Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement