

# DIOCESE OF MIDDLESBROUGH

Inspection of Religious Education  
Collective Worship  
and  
The Catholic Life of the School



**School:** Corpus Christi Primary School

**Address:** Cargo Fleet Lane  
Middlesbrough  
TS3 8NL

**URN:** 142344

**Head of School:** Mrs Carolyn Baker

**Chair:** Mr Peter Carey

**Date:** 20<sup>th</sup> and 21<sup>st</sup> June 2017

**Inspector:** Mrs Anne Parr (LI) & Mr Mark Ryan (TI)

**Date & Grade of Last Inspection:** April 2012 Grade: Good (2)

**Overall Grade for this Inspection:** Good (2)

## INTRODUCTION

This inspection was carried out under Section 48 of the Education Act 2005.

The report of the inspection is produced for the Bishop of Middlesbrough (Code of Canon Law 804 and 806) and for the governors of the school. The Inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation. The Inspection schedule follows criteria set by the National Board of Religious Inspectors and Advisers.

## What Inspection Grades mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding Catholic school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a Catholic school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	These features, though of adequate quality, require improvement to be good.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate Catholic school needs to make significant improvement in order to meet the needs of its pupils.

© 2009 copyright – Diocese of Middlesbrough. This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated. Further copies of this report are obtainable from the school.

## INFORMATION ABOUT THE SCHOOL

Corpus Christi School is part of the St Hilda's Catholic Academy Trust.

The school is an average sized school serving the parish of Corpus Christi. It is an inner urban school in an area of high social and economic disadvantage. Middlesbrough is the most deprived local authority in the England and the school's catchment area covers the three most deprived wards in the town. The school's wards are in the most deprived 1% in England .

62% of pupils are eligible for free school meals, well above the national average. 65% of pupils are in receipt of Pupil Premium.

Pupils are from a mainly white background with English as their main language. There are a small number of pupils with English as an additional language. 15% of pupils are from ethnic minorities. Mobility is low.

There are 56 pupils on the Special Educational Needs and Disabilities (SEND) Register and there is one child with complex educational needs who receives support through an Education Health Care Plan (EHC). Attendance is in line with the national average.

## **INFORMATION ABOUT THE INSPECTION**

- Inspectors observed 10 lessons
- Meetings were held with the senior leadership team, chair of governors, governor with responsibility for Religious Education (RE), parish priest, the RE leader and Chaplaincy team lead, the school council and pupils' chaplaincy group, a group of parents
- Scrutiny of work from all year groups including discussions with Year Two, Year Four and Year Six teachers
- Observation of three class-based Acts of Collective Worship and Key Stage Two school Collective Worship
- Observation of the Scripture Club and the Debating Club
- Scrutiny of a range of documentation including: plans for improvement, school's Diocesan School Self-Evaluation Document (DSED), monitoring records, records of Collective Worship, RE leader's files, progress and tracking data, photographic records of events and activities, head teacher's reports
- Discussions with pupils throughout the day
- Observations of displays and sacred spaces

**Pupil Catchment:**

Number of pupils on roll: 273  
Planned Admission Number of Pupils: 34  
Percentage of pupils baptised RC: 46%  
Percentage of pupils from other Christian Denominations: 16%  
Percentage of pupils from other World Faiths: 0%  
Percentage of pupils with no religious affiliation: 38%  
Percentage of pupils with special needs: 21%

**Teaching Staff:**

Full-time Teachers: 13  
Part-time Teachers: 2  
Percentage of Catholic Teachers: 67%

**Support Staff:**

Full-time Classroom Support Staff: 6  
Part-time Classroom Support Staff: 7  
Percentage of Catholic Classroom Support Staff: 38%  
Percentage of teachers with CCRS: 7%

**Percentage of learning time given to R.E:**

FS 10%	Yr 1 10%	Yr 2 10%		
Yr 3 10%	Yr 4 10%	Yr 5 10%	Yr 6 10%	

**Parishes served by the School: Corpus Christi Parish**

# 1. OVERALL EFFECTIVENESS

2

## MAIN FINDINGS

Corpus Christi is a good Catholic school with some outstanding features. The whole community works hard to benefit all its pupils and also their families. The senior leadership team, led by the head teacher, has a strong sense of mission to improve outcomes for pupils through the good Catholic character of the school and outstanding pastoral care.

Outcomes for pupils are good. Pupils enjoy and understand the importance of RE. They show interest and engagement in the vast majority of lessons. Progress and attainment for most pupils is good. Pupils respond well to a variety of Collective Worship and participate respectfully in presiding, praying and singing. The good Catholic Life of the school is apparent in effective parish links and the activities which reflect the Catholic Character of the school. Pupils are involved and active in the Catholic Life of the school. For example, collecting for a local foodbank and making cards for sick parishioners.

The teaching of Religious Education is good. It is effective in engaging children and enabling them to make progress. Teachers generally have appropriate subject knowledge and they benefit from the support of the senior leadership team, especially appreciative are those classroom teachers from backgrounds other than Catholic. The quality of Collective Worship is good and well organised by those who are responsible for Chaplaincy provision. The school excels in the care, development and support it provides to aid pupils' learning beyond the formal RE curriculum and through a range of enrichment opportunities.

Leadership and management is good. The senior leadership team is ambitious for their school and its pupils. They are supported and challenged by governors.

### **What the school needs to do to improve further:**

Improve Religious Education by:

- making more accurate and consistent use of 'driver words' and Levels of Attainment in RE
- using differentiation more frequently in independent tasks to offer support and challenge to pupils
- developing marking which provides effective targets to which pupils can respond

Improve Leadership and Management by:

- planning improvements in Religious Education, Collective Worship and Catholic Life which have clear outcomes and are systematically monitored and evaluated

## 2. PUPILS

### **How good outcomes are for pupils, taking into account variations between groups.**

Pupils participate constructively in the Catholic Life of the school and understand the importance of key celebrations in school throughout the liturgical year. There is a thriving voluntary Scripture Club on a daily basis in which children enthusiastically participate on behalf of their class relaying suggestions between the Club and their class. More importantly, the pupils take back resources and key Christian messages to the rest of the school. The school council and chaplaincy team also give pupils the opportunity to take on responsibilities in developing the Catholic character of the school. These opportunities are not fully developed so their impact in developing the Catholic character of the school is not as strong as it could be. There are opportunities for pupils to be reflective and inquiring: in a Year Six RE lesson based on poetry, which was beyond routine, pupils were taken on a moving spiritual journey by considering forgiveness and healing in their own lives. At the lunchtime voluntary debating club, a range of key stage two pupils discussed and debated independently the question: 'Should we always forgive?' Pupils contribute to the Catholic character of the school through a range of charitable activities; for example, making cards for sick parishioners, making Christmas hampers and fund-raising for Mission Together. The staff work well as a team to provide high levels of pastoral, moral and spiritual care to pupils and families; consequently, pupils and parents alike speak warmly of the school community as being: 'like one big family' and pupils are given opportunities to express their own views and beliefs. The school mission statement, 'Love one another as I have loved you', is visible around the school. The school lives out this mission through its support of each other and of the wider community; pupils feel happy and safe in their Catholic school. Pupils cannot always articulate the meaning of the mission statement clearly.

From low entry points with little or no experience of Church or religion, low Communication and Language skills and low levels of Personal, Social and Emotional Development, pupils' achievement in RE at the final key stage is good. Most groups of pupils make good progress so that by the end of key stage one they are beginning to be religiously literate and by the end of key stage two have knowledge, understanding and skills appropriate to their age and in line with Diocesan expectations. Teachers plan for effective deployment of teaching assistants who support pupils with additional needs so that they make progress. There are some isolated examples of poor behaviour for learning in lower key stage one which hinders attainment but these are generally being managed. By key stage two, behaviour for learning is good and pupils enjoy their RE lessons. Most pupils work at a good rate and with interest during their lessons. When teachers make imaginative use of resources, pupils' levels of enthusiasm and engagement visibly rise: the introduction of a very large reproduction of Rembrandt's 'The Prodigal Son' into Year Three produced excitement and pupils' improved focus on the challenge of their task.

Pupils are involved in a range of Collective Worship styles in regular classroom liturgies, in key stage liturgies and whole school liturgies. Themes for Collective Worship follow the liturgical year and 'Come and See' themes; as a result, Collective Worship contributes to pupils' spiritual and moral development and understanding. Pupils act with respect and reverence and take the lead in presiding. They respond and sing confidently. Upper key stage two pupils could articulate how thinking and praying during Collective Worship helps them to lead better lives by loving others. Pupils are not yet able to plan liturgies completely independently; through the Scripture Club and with the guidance of class teachers, pupils are learning to use the appropriate 'Gather, Word, Response and Mission' liturgical format at a level suited to their age. The school environment displays many features which contribute to Collective Worship such as displays about Our Lady and displays containing resources and artefacts relating to the sacraments prominently displayed in the school hall. All classrooms have a carefully looked-after and resourced sacred space/table which children treat with respect.

<ul style="list-style-type: none"> <li>• The extent to which pupils contribute to and benefit from the Catholic life of the school</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• How well pupils achieve and enjoy their learning in Religious Education</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• How well do pupils respond to and participate in the school's Collective Worship</li> </ul>	<b>2</b>

### 3. PROVISION

2

#### How effective the provision is for Catholic education

The majority of teaching ensures that pupils make good progress; the quality of nearly all teaching keeps pupils interested in their learning. In a Year Two lesson, pupils were particularly engaged and responsive because of imaginative use of resources including inflating a balloon to illustrate a build-up of resentment and hurt. This led to discussion about the need to forgive and also to make amends. In Year Six the concept of forgiveness was analysed at a deep and thought-provoking level through excellent use of imagery to promote higher-level thinking. Good questioning in Year Five and clear links to prior learning, which pupils could articulate, enabled them to progress within the lesson. A team of young teachers have good subject knowledge and use current assessment of prior learning to plan for the pupils. However, differentiation is mostly by outcome and support; where tasks have been differentiated, it is easier for different groups of children pupils to achieve their best. Newly qualified teachers and teachers new to Catholic education are supported in planning RE by the deputy headteacher and observed and supported by the senior leadership team including the RE leader. Teachers spoke highly of the support they receive. The RE leader demonstrated high expectations and cross-curricular links to Literacy in her own Year Six class where pupils made clear links to the scripture studied. Clear questioning and a well-focused learning objective resulted in all pupils being engaged and able to work very independently. Although staff make use of levels of attainment, the use of driver words to fine-tune pupils' understanding of success criteria is not consistent. Therefore, marking is not always effective in providing meaningful targets and comments to help pupils make the most progress they possibly can.

All pupils in school, especially the most vulnerable, benefit from the outstanding opportunities provided to improve their spiritual, moral and vocational development beyond the statutory RE curriculum. The statutory RE curriculum meets the requirements of the Bishops' Conference. Head teacher's reports, documentary and photographic evidence show the extent and range of the extra-curricular activities provided, including the enrichment of RE. The 'LiveSmart' lessons encourage children to consider issues in the wider world from a Catholic perspective. A parent described the school as a place where: 'Jesus is alive and modern topics are included'. Opportunities extend to the pupils' families who benefit practically, spiritually and emotionally from the vast amount of outreach the school undertakes. For example, the school has run the nationally accredited Family and Schools Together (FAST) programme and plans to do so again. In reaching pupils' families the school automatically benefits the pupils themselves. School leaders view this as a direct expression of the Gospel values on which the school is based and as the natural expression of their own faith. This is done with humility and out of a sense of service to others. The parish priest said that: 'School is Church for this Parish' and felt that school is directly responsible for bringing a small number of families into the Church through its catechesis and strong links with families.

The quality of Collective Worship provided by the school is good. Central to this provision is a parish catechist who is a teaching assistant and the leader of the school's Scripture Club. The senior leadership team ensure that Collective Worship reflects the Catholic character of the school and the seasons and feasts of the liturgical year. Considerable time, resources and commitment are devoted to major celebrations. Records of Collective Worship show a range of prayer styles and responses to the Word which pupils experience, ranging from formal prayer and reflective silence, to exchanging the sign of peace and 'washing away sins' by writing them on paper and immersing them in a bowl of water. Some pupils are familiar in planning worship with adult support and pupils are accustomed to leading Acts of Worship.

<ul style="list-style-type: none"> <li>• The quality of teaching and how purposeful learning is in Religious Education</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>• The extent to which the Religious Education curriculum promotes pupils' learning</li> </ul>	<b>1</b>
<ul style="list-style-type: none"> <li>• The quality of Collective Worship provided by the school</li> </ul>	<b>2</b>

## 4. LEADERS, MANAGERS AND GOVERNORS

### How effective leaders, managers and governors are in developing the Catholic life of the school

The school's senior leadership team lead by example and are very committed to creating an outstanding school with spiritual and moral development a priority. They are all personally involved in school/parish links and are directly responsible for sacramental programmes and other events and initiatives in the Catholic Life of the school. Leaders, managers and governors have ensured chaplaincy co-ordination provision to promote the Catholic Life of the school. They need to ensure that the chaplaincy team is not over-reliant on any one individual. The parish priest described the impact of Chaplaincy provision as: 'pupils think that religion is cool.' The Catholic Life of the school is not immediately apparent on visiting the school website or in the school reception area; although this is not the case once visitors enter the main body of the school. Effective induction of new staff is in place and provided by the deputy head teacher and RE leader; use is made of diocesan Continued Professional Development (CPD) and of staff-meetings to support staff. Staff speak well of the support they receive.

The last Denominational Inspection report recommended that governors should formulate their own monitoring policies; this has been hampered by vacancies and changes in the governing body and the change to Academy status. Currently however, the governor with responsibility for RE is a regular visitor to the school and has undertaken formal monitoring of RE and Collective Worship. Headteacher reports, data and monitoring reports presented at the Raising Achievement meetings allow governors to question and challenge the headteacher.

Governors can identify that a rise in expectations, teachers' greater accountability and improvements in provision have resulted in better outcomes for pupils over the last few years in RE, Collective Worship and the Catholic Life of the school. Leaders, managers and governors know what the next key areas for development are, based on their knowledge of the school and can articulate them. However, existing plans do not reflect this clarity of vision, are not outcome driven and are therefore difficult to monitor effectively; even so, leaders and managers do bring about improvements which governors can identify.

<ul style="list-style-type: none"> <li>How well leaders, managers and governors promote, monitor and evaluate the provision for the Catholic life of the school, including collective worship, and plan improvement to outcomes for pupils</li> </ul>	<b>2</b>
<ul style="list-style-type: none"> <li>How well leaders, managers and governors monitor and evaluate the provision for Religious Education and plan for improvement to outcomes for pupils</li> </ul>	<b>2</b>