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DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

Corpus Christi Catholic Primary School
Halton Moor Avenue
Leeds
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School URN

108024

School DfE Number

383/3370

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Chair of Governors

Gary Kerrigan

Headteacher

Wendy Walsh

RE Subject Leader

Wendy Walsh / Maura Guy

Date of Inspection

23rd – 24th May, 2011

Section 48 Inspector

Barbara Ford

INFORMATION ABOUT THE SCHOOL

Corpus Christi is a two form voluntary aided Catholic primary school, built in 1936, with premises below the standard expected for 21st century schooling, situated in an area of very high deprivation, catering for pupils aged 4-11. Approximately 60% of pupils are baptised members of the Catholic Church. Children generally enter school with skills well below average for their age. The proportion of pupils with special educational needs and/or disabilities is above average, and also rising, and those eligible for FSM is nearly double the national average. The school is a member of the Temple Newsam Halton Learning Partnership Trust and the Temple Newsam extended services cluster, working with local professionals to ensure that the services of the local Children's Centre are made more accessible to parents/carers.

The headteacher is new to the school since the previous Religious inspection in 2008. There are sixteen full time and three part time teachers, fourteen of whom teach Religious Education (RE). There are ten full-time equivalent Catholic teachers, five of whom have CCRS or equivalent. The school holds the National Healthy Schools Standard, the Stephen Lawrence Award and is the best Primary School winner of the Stan Kenyon Environmental Challenge.

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 is Satisfactory, 4 is Inadequate

OVERALL EFFECTIVENESS

2

This is a summative judgement based on the 2 judgements below: Outcomes for individuals and groups of pupils, provision for Catholic education (includes effectiveness of leaders and managers) and capacity for sustained improvement.

OUTCOMES FOR PUPILS, PROVISION FOR CATHOLIC EDUCATION

2

CAPACITY FOR SUSTAINED IMPROVEMENT

2

Main findings

Corpus Christi is a good, supportive and caring, Catholic school. The outcomes for pupils, taking into account their capabilities and low starting points, are broadly average, and the provision for Catholic education, the effectiveness of leaders and managers and the school's capacity for sustained improvement are all good. Teaching is consistently good and effective in ensuring that pupils are motivated and engaged. The vibrant, dedicated, headteacher has already led major developments in Corpus Christi school's Catholic life and Religious Education and now, with the backing of the whole school community will ensure the vision "Excellence and Enjoyment with Christ at our centre" is realised.

The pupils understand and live out the gospel in their daily lives and appreciate being consulted by staff, priest and governors, knowing that their views are valued. The

headteacher and governors have focused on identifying priorities for development and there has been a discernible trend of improvement since the previous RE Inspection. Pro-active involvement of the parish priest strengthens and enriches home/school/parish links. Parents value their children's strong sense of belonging to the school and appreciate the commitment and dedication of all staff. Collective Worship has been a major focus of school improvement. Every class has an interactive prayer corner and many pupils pray the voluntary Rosary at lunchtime, alongside staff, who are excellent role models for living the faith.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

1. Continue to monitor and evaluate the effectiveness of the new scheme "The Way, The Truth and The Life" through existing quality assurance procedures, in collaboration with cluster schools.
2. Embed rigorous systems for assessment, including target setting, pupil tracking and moderated assessments to ensure security of judgements in RE. Make more consistent the use of the "I can" statements, thereby, developing self/peer assessments.
3. Improve distributed leadership, developing the skills and expertise of senior staff by continuing collaboration with local Catholic schools, and facilitating access to professional development, promoted by the Diocese.

PUPILS

How good outcomes are for pupils, taking particular account of variations between different groups.

2

Pupils take an active part in and enjoy their RE lessons, finding the new scheme of work "*The Way the Truth and the Life*" both interesting and challenging. Older pupils enjoyed learning to "Understand who the Holy Spirit is and how He helps people to do God's work" They recalled previous learning very well, using the catchphrase, "Turn, Drop, Trust". 'Turn away from sin to God; Drop everything that stops you turning to God; Trust in God and do not doubt Him.' They were adept at accessing passages from the Bible and also made good use of internet research. Younger pupils were actively involved in learning to "Give reasons why Jesus' ascension gives us hope", knowing that "He would send the Holy Spirit, who would never leave them." They enjoyed well-differentiated activities, including preparing a dramatisation of the Ascension to show to Reception, recording their words on "Easy Speak". The youngest children were interested to learn about Easter joy. They enjoyed the photo recall, dramatisation, recording a sentence on "Talk Time" as well as talking to their partners and knew that "The disciples felt happy because Jesus was alive again and said 'Peace be with you' "

Until quite recently, pupils have been largely unaware of performance indicators in curriculum RE. Although they have "I can....." statements, they were unclear about which Attainment Target or strand applied to their learning. New tracking systems now in place, however, are likely to promote progress beyond the current satisfactory level. Outcomes for pupils, taking into account their capabilities and low starting points, are broadly average and progress made by Special Educational Needs pupils is also satisfactory in RE. Most

pupils' standards of attainment in knowledge and understanding of religion (AT1) and ability to reflect on meaning (AT2) is average.

Pupils support those in need beyond the school, locally, nationally and globally, (De Paul charity for young homeless, St Anne's, CAFOD, Sylvia Wright and others), as evidenced in the informative 'Heart Speaks Unto Heart' display. One of the many attractive displays around school included an interactive display in Year 6 "What is a disciple?" with containers for suggestions for strengths/weaknesses of the disciples and/or Year 6.

Pupils are considerate to others and are ready to express their own views and beliefs. Within the school community pupils behave well towards one another and adults. They take up positions of responsibility such as playground buddies, reading partners, School Council representatives, classroom monitors and school prefects.

One pupil said of his aspirations, "I hope to succeed in life and follow in Jesus' footsteps, to make the right choices."

The "pupil voice" is heard by staff, priest and governors and their views are valued. Pupils were consulted and are pleased with the impact of the new behaviour policy, the regular use of the new school prayer and improvements to playground equipment and school security and their safety.

Collective Worship has been a major focus of school improvement. Every class has an interactive prayer corner and many pupils pray the voluntary Rosary at lunchtime, alongside staff, who are excellent role models for living the faith. Older pupils are able to run class worship and have made use of a ready-made liturgically correct, resource box, and they are delighted they have their own church and Fr Dennis to give the sacraments and celebrate Mass. Joyful singing is a strength at Corpus Christi and enriches Collective Worship, as witnessed during the spiritually moving, Reception class-led whole school worship. The children were fully involved at an age-appropriate level and gave a fish template to each class and parent/carer to interact with the ethos statement, "I know that we are the same but different."

One class wrote, "We will treat others how we like to be treated," and a parent said, "The ideas and performance were excellent. This is bringing Christ to the school and the child."

These are the grades for pupils' outcomes

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| How well pupils achieve and enjoy their learning in Religious Education. | 3 |
| Taking into account: | |
| • the quality of pupils' learning and their progress | 3 |
| • the quality of learning for pupils with particular learning needs and/or disabilities and their progress | 3 |
| • pupils' attainment in Religious Education | 3 |
| The extent to which pupils contribute to and benefit from the Catholic life of the school. | 2 |
| How well pupils respond to and participate in the school's Collective Worship. | 2 |

PROVISION

How effective the provision is for Catholic education.

2

The teaching is consistently good and effective in ensuring that pupils are motivated and engaged. Teachers are good role models, living the faith, knowledgeable and catering for different learning styles, for example in a good lesson for older pupils, the teacher made

cross-curricular links with Science, using a hair dryer to demonstrate the metaphor of the Holy Spirit as a great wind. Recently, generous funding for RE has been made available and put to very good use, acquiring the new RE scheme “*The Way the Truth and the Life*” and even at this early stage, staff judge the content to meet the pupils’ needs very well.

Younger pupils are fully involved and clear about their learning, through regular reminders of their learning outcomes and the use of driver words. They respond well to high expectations, praise and well-differentiated activities. The youngest children benefit from well-organised, calm, Foundation Stage provision, with a seamless cross-curricular link between “Easter joy” and “New Life”. They have the opportunity to record their learning verbally, using Talk Time.

In the best-planned lessons, assessment is integral, with clear strands and levels of attainment denoted, this needs to be consistent throughout school. An older pupil commented, “My teacher always puts a comment in my book to tell me how well I have done in my work.”

Younger pupils were reminded to use their green pencil for self-assessment. Assistants are fully involved in FS and Key Stage 1, in observing and recording levels of attainment and a good start has been made with baseline assessment, and tracking pupils’ levels of attainment, Corpus Christi is now poised to embed rigorous systems for assessment, including target setting, pupil tracking and moderated assessments to ensure security of judgements in RE. Pupils with particular learning needs are well supported by careful deployment of a team of dedicated teaching assistants.

Throughout the year, world faiths are studied, with cross-curricular links, so that each academic year Judaism plus one other faith is explored. The children’s growing respect for other faiths is demonstrated by their responses to visitors to school, for example Bollywood Dancing club and International Week. Extra-curricular opportunities, such as attending the Rosary in May or wider diocesan services, develop a rounder understanding of the faith, which leads to learning that is often stimulating and memorable also PSCHE and circle time contribute to a broad, balanced curriculum in RE.

Acts of Collective Worship have been, a major focus for successful school improvement, being high profile and well-resourced. Fr Dennis is a regular visitor and a source of spiritual refreshment for the whole school community. Masses are celebrated in church and are attended by many parents and parishioners, who always comment very positively on the children’s behaviour, reverence and prayerfulness. These involve pupils writing and reading Bidding Prayers, and taking part in the Gospel and Offertory Processions. The pupil’s experience of ‘Church’ and Collective Worship has widened beyond the school and parish, to being part of the diocesan family with the “Big Sing” project and further developed through the Christingle service at St Anne’s Cathedral.

These are the grades for the quality of provision

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| The quality of teaching in Religious Education. | 2 |
| The use of assessment to support learning in Religious Education. | 3 |
| The extent to which the Religious Education curriculum meets pupils’ needs. | 2 |
| The quality of Collective Worship provided by the school. | 2 |

LEADERS AND MANAGERS

How effective leaders and managers are in developing the Catholic life of the School.

2

Leaders are deeply committed to the Church's mission in education, and good role models, ensuring that improvements to the Catholic life of the school take precedence on the Raising Achievement Plan. Staff are encouraged to develop their own spirituality with staff prayer at the Friday briefing, and participation in the Catholic Foundations Stones programme.

Leadership of RE is shared with the headteacher, and both subject leaders are committed to improving outcomes for pupils. They observe RE lessons, carry out book trawls, scrutinise planning and take 'Learning Walks'. They are able to interpret data to identify strengths and areas for improvement, to inform the next RE Action Plan, which is agreed and evaluated with the RE governor and Governing Body on an annual basis.

The Governors make regular visits to school, with one governor particularly involved in improvements in Foundation Stage. They provide strategic direction and challenge, and discharge their statutory and canonical duties very effectively, having constructive relationships with the staff and rating their headteacher as vibrant and eminently capable of leading further developments in Corpus Christi school's Catholic life and Religious Education, by harnessing, the whole school community, to ensure the vision "Excellence and Enjoyment with Christ at our centre" is realised. They are passionate about the religious education and spiritual and moral development of the pupils at Corpus Christi. "These children deserve the best".

The regular, visible presence in school of the Parish Priest has a positive impact, as a caring and reverent role model to both staff and pupils. Fr Dennis appreciates that school provides stability and is the only experience of 'Church', for many pupils and he willingly 'sows the seeds', giving age-appropriate instruction on the structure of the Mass and use of vessels, leading Masses, penitential and harvest services and sacramental preparation. He has seen great improvements in religious knowledge and understanding over the last 3 years and is proud of the generosity of Corpus Christi families, the great community spirit and the way the pupils treat each other.

The close partnership with the parish sees parishioners invited to school events and special celebrations, which are often the highlights of the school year, promoting Catholic life and pupil well-being. There is a strong relationship with the diocese, whose training on assessment and Attainment Targets has been accessed by governors, and staff, many of whom have studied for the Catholic Certificate in Religious Studies. The partnership with Corpus Christi Catholic College has been recently developed and transition links are now good. A joint training day with the receiving Catholic High School and other feeder Catholic primaries called 'Collaboration and Creativity with Christ at the Centre' provided the opportunity for teachers and leaders to establish networks with colleagues in other Catholic schools.

The school linking project has developed mutual respect, built friendships and good relationships with other people from very different backgrounds. The school has achieved the Stephen Lawrence Education Standard which forms the core of the excellent community cohesion strategy. 'Show Racism the Red Card' project was followed up by

the 'Banners' project, to get the message across to the local community and the winning designs were commercially produced from Corpus Christi school.

Parents and carers are proud of their school and speak highly of the care and dedication of the headteacher and staff who "give their all" to enable pupils to benefit from the Catholic ethos, emphasising the important spiritual and moral aspects of their lives, giving outstanding support with bereavement. Many of them appreciate and enjoy the regular RE newsletters and Wednesday Word.

These are the grades for leadership and management

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| How well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils. | 2 |
| How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils. | 3 |
| The extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so areas needing development are tackled decisively and statutory and canonical responsibilities met. | 2 |
| How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being. | 2 |
| How effectively leaders and managers promote Community Cohesion. | 1 |