

# DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

## SECTION 48 INSPECTION REPORT

THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION

CORPUS CHRISTI CATHOLIC COLLEGE  
Neville Road, Leeds, LS9 0TT

School URN	108096
School DfE Number	3834752
E-mail address	<a href="mailto:info@corpuschristicollege.leeds.sch.uk">info@corpuschristicollege.leeds.sch.uk</a>
Chair of Governors	Mr M Dowling
Headteacher	Mr M Woods
RE Subject Leader	Miss A Pryor
Date of Inspection	6 <sup>th</sup> - 7 <sup>th</sup> October, 2010.
Section 48 Inspector/s	Miss E McGuire Miss M Mollicone

## **INTRODUCTION**

The Inspection of Corpus Christi Catholic College, Leeds was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Leeds. The inspection reviewed and evaluated how effective the school was in providing Catholic education. This process began with the college's own self - evaluation. The inspection schedule followed criteria set by the National Board of Advisers and Inspectors.

The inspectors visited Religious Education (RE) lessons in each year group to observe teaching. They held meetings with the leadership team, RE subject leader, staff groups, Parish Priest, governors, chaplaincy, pupil council/groups, former pupils, external agencies and met parents. They examined school documentation relating to the aspects to be judged and the RE subject leader's documentation, planning and assessment files, monitoring and evaluation records, meeting minutes, pupil questionnaire returns. They also shared in the celebration of New Year 7 Welcome Mass with Year 7 pupils, staff, parents and members of the primary schools and parish and local community.

## **INFORMATION ABOUT THE SCHOOL**

Corpus Christi Catholic College is an expanding 11-16 Voluntary Aided, Mixed Comprehensive High school located in one of the most disadvantaged wards within the country. The percentage of FSM pupils is 25% and above the national average. The area has considerable unemployment and the perceptions of the value of education are typically low compared with the national picture. The college has to work hard with a significant number of parents to overcome low expectations regarding attendance and the value of secondary and further education. The local area from which the majority of pupils are drawn is very much white working class with relatively few pupils from BEM groupings although the college has increasingly taken such pupils in recent years, for example, asylum seekers and pupils with English as a foreign language, including an increasing number of Polish pupils. The largest of these minority groups is Black or Black African pupils. The January 2010 PLASC return identified 71 EAL pupils.

The college draws its pupils mainly from four feeder parishes: Corpus Christi, St Theresa's, St Nicholas's and Our Lady of Good Counsel. Each of these parishes has a Catholic Primary school and almost 90% of pupils come from Catholic primary schools. Most of the pupils are drawn from the local area and in the last five years the college has become significantly oversubscribed. The Census returns for January 2010 show that there is nearly twice the national average number of pupils with statements of Special Educational Needs. The college strongly supports the inclusion agenda and has a very successful Base for pupils with severe learning difficulties (SLD). The Base has four places each year for SLD pupils. The number on roll currently stands at 929 pupils and the school is technically a six-form entry. The college roll is more than 200 higher than in September 1997. There is roughly an equal number of boys and girls in the college and approximately 60% of pupils come from the 10% most deprived wards in the country as measured by the Government's Multiple Deprivation Index. There are 52 FTE teachers, 5 PTE teachers of which 33.9 FTE are Catholic. There are 5 RE teachers. 9 teachers have the CCRS or equivalent qualification and 2 are currently undertaking the CCRS course.

Corpus Christi holds national awards such as the Advanced Healthy School and the International School Awards. The school is also a training centre for the Leeds School

Centred Initial Teacher Training programme (SCITT) with Leeds Trinity University College. The college provides a range of extended services such as Catholic Care, adult learning courses, study support for pupils and summer schools. When leaving Corpus Christi, the vast majority of pupils go on to further learning. In 2009 96% went onto employment with training or Further Education. In 2009 35% and 2010 47% of pupils went to Notre Dame Sixth Form College.

Corpus Christi is a very good, effective and improving Catholic college. The Mission Statement 'Together we work, learn, pray and grow' reflects the vision and full commitment to provide for and facilitate the Catholic life of the college as a fully inclusive learning community with a strong Catholic ethos and faith is evident in the college.

The college is scheduled for a major redesign and refurbishment of its premises with BSF works due to start in January 2011. College funded building work started in July 2010 and consequently the RE Department has been temporarily relocated whilst still maintaining a suite of classrooms.

## **OVERALL EFFECTIVENESS**

1

Outcomes for pupils, the provision for Catholic education and the college's capacity for sustained improvement are both judged to be outstanding.

## **CAPACITY FOR SUSTAINED IMPROVEMENT**

1

The pursuit of excellence in Catholic education has led to improvement and development and has securely maintained and built on previously outstanding performance. Self-evaluation at all levels is grounded in sophisticated and accurate analysis. The senior leadership team and other leaders and managers inspire the school community to work towards meeting or sustaining an ambitious vision for the pupils. Morale is very high and belief in the college's success runs through all levels of staff. Processes for managing the performance of staff and for their professional development are used exceptionally well. Outcomes for pupils show strong and sustained upward trends with challenging targets for attainment, specialism and attendance being met as a result of early adoption of workforce reforms, is committed at all levels to rigorous self-evaluation and action planning for further improvement. There is a clear, rigorous structure for monitoring and evaluation. Leaders and managers at all levels are rigorous in their monitoring, self evaluation and improvement processes. The CPD and induction programmes support the provision of a strong ethos, Catholic Education, teaching and learning and it facilitates improvement.

## MAIN FINDINGS

### Since the last S48 Inspection the school has:

Corpus Christi has addressed the areas for improvement identified at the time of the last inspection. This Catholic college provides exceptional opportunities for pupils' spiritual, moral, academic, social, and cultural development which is supported by a wealth of activities offered by a dedicated team of professionals where the headteacher is innovative and the morale is high.

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

To enhance the rich experience of Collective Worship by providing guidance to staff to always include the Word of God and to state this in the policy for good practice.

To ensure that the provision for KS4 and alternative learners includes the opportunity for R.E. and Catholic Life meets diocesan guidelines.

## PUPILS

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

1
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### How well pupils achieve and enjoy their learning in Religious Education: 1

All pupils show a positive attitude to their work and clearly enjoy what they do and appreciate and benefit from all the opportunities that are made available to them to enhance their academic, spiritual, moral and personal growth. Pupils hold the teachers and subject in high esteem. Relationships are excellent and are an outstanding feature of the school and a mark of its success. These relationships are evident in the extent to which pupils are engaged, interested and show a willingness to participate in lessons.

### The quality of pupils' learning and their progress: 1

A range of lessons were observed with many outstanding features, including, well planned, differentiated learning objectives which were used to focus learning and skills. Lessons follow the structure of a phased lesson and flow well from one phase to the next. A variety of teaching styles were used to good effect, ensuring all learners made at least good progress. Teachers encouraged all pupils to access the success of their own and others' work i.e. Assessment for Learning is clearly embedded within teaching across the Department. Peer Assessment and G.C.S.E. mark schemes are effectively used by pupils to further their understanding and evaluation and skills. Achievement is monitored and used to inform planning. The progress of pupils is tracked and monitored effectively using an 'On line Tracker' system which allows staff to intervene at an early stage if pupils are not making the expected progress and to reward those who are on target or exceeding expectations. Effective arrangements are in place to inform parents and carers of pupils' progress.

## **The quality of learning for pupils with particular learning needs and/or disabilities and their progress: 1**

Work is closely tailored to the capabilities of different groups of pupils so that all can succeed and make good progress. Concern for pupils' academic progress and their personal welfare is clearly demonstrated in teachers' attitudes. Pupil behaviour is very good as a result of their level of engagement. Differentiated teaching is used very effectively to cater for the learning needs of all the pupils, including those with Special Educational Needs, the Gifted and Talented and EAL. The gender gap between the achievement of boys and girls is narrowing as a result of effective intervention strategies.

## **Pupils' attainment in Religious Education: 2**

Progress and attainment in both key stages is at least good, considering the pupils baseline attainment at the beginning of Key Stage Three. The standards pupils achieve in RE are relatively high given their capabilities and starting points. In 2009, the end of Key Stage Three results show that 35% of pupils achieved level 6, which compares well with the other core subjects. At GCSE level, 67% of those entered achieved A\* - C and 97% A\* - G. Results at all levels have improved in recent years.

## **The extent to which pupils contribute to and benefit from the Catholic life of the school: 1**

Pupils are highly responsible and highly enthusiastic in contributing to and benefiting from the Catholic life of the college as a result of an extensive range of opportunities and roles available within the college provided by a dedicated staff seeking to develop all pupils' interests, intellectual and spiritual needs. The chaplaincy and prayer life of the school is integral to daily life in a vibrant community. The curriculum leaders, pastoral and support staff track pupils progress to target their needs. There is a policy and programme for EPR which has recently been renewed and is also supported by PSHCE and SEAL.

Pupils take full advantage of the academic and spiritual and social, opportunities available to them from lessons to chaplaincy, retreats, the Papal visit and liturgy, the Arts, celebrating their work in displays, Sport, International School, 'Buddying', Mentoring, Duke of Edinburgh, HCPT, SVP, Extended Learning Days, Residentials, Enterprise groups, Summer and study schools, diocesan events, Stephen Lawrence Award, choir, school band, musical groups, community events such as the Carol Service, school trips, 14-19 Work Related Programmes, the Base for inclusive learning, well-being and extended welfare services provided for their personal support and they readily evaluate the Catholic life of the school. There is a strong sense of pupils' willingness to express their beliefs and celebrate their faith in the Catholic tradition in a spirit of respect and social justice as evidenced. There is excellent practice in the Mission Statement permeating policy and practice from documentation on pastoral care to the Equality Policy as a result of the strong Catholic ethos. The quality of this aspect was commended by Ofsted in 2010.

The college regularly has training on 'Ethos' and Catholic life. Parents were involved in a recent day and found it, 'A very insightful and meaningful day.' Pupils are happy and proud of their college; they are caring and respectful of one another and the wider community. Charity fund raising is exemplary. Effective Year Group Councils, School Council and Chaplaincy groups play an important role in decisions on community activities. Pupils and staff have 'buddies' to support each other. The pupils stated that buddying built their communication skills and confidence to consider teaching and university courses as their future aspirations. A Year 9 SVP group works with Severe Learning Difficulties (SLD) Base pupils by befriending them and accompanying them to lunch. The pupils said, "We learn about their difficulties and what they are like," and "We become good listeners." Pupils value and respect the Catholic tradition of the school and its links with the parish

communities. The uptake on retreat programmes is good and pupils respond spontaneously and participate with great enthusiasm and energy in the liturgical celebrations with a great understanding of the Gospel values. A Youth Ministry Worker leads upper-school pupil chaplaincy groups and assists pupils in participating in college and parish liturgical life and as a result of her ability to engage with and interest pupils at their level and provide peer leadership non-catholic pupils were baptized and pupils have become Youth Ministers or students of Theology. The staff and pupils make extensive use of the chaplaincy, junior chaplains work is lead by a highly spiritual and caring Lay Chaplain who is supported by highly committed Priest Chaplains, Youth Ministry Worker, the Liturgist, staff, governors, and leadership team in providing a deeply spiritual Catholic life. Pupils have a 'voice' and are involved in the Technology College status, Chaplaincy, Year Groups and Music in providing strong links with primary schools and the wider community and are regularly complimented as good ambassadors for the college. Pupils are proud of their backgrounds and beliefs and have a strong sense of personal worth.

### **How well pupils respond to and participate in the school's Collective Worship: 1**

Prayer life is integral to this vibrant community which provides excellent resources, including an electronic intranet, for highly spiritual and engaging acts of worship to engage all pupils and members of the college in deeply inspirational and spiritual thought. The experiences include prayer, assemblies, liturgies (which include Exposition and 'Lectio Divina') Reconciliation, and Masses. Pupils regularly participate in preparing and leading worship with confidence and enthusiasm from their earliest years in a variety of gatherings. This is supported by a Liturgist whose dedication and commitment to the role is evident in the highly quality, thoroughly planned Collective Worship experience delivered in a reflective, spiritual, prayerful and respectful manner and available to all. Pupils enjoy preparing and participating in Collective Worship whatever their role. The recently appointed Dance and Drama teacher is very enthusiastic in working with the liturgist and team to further develop pupil participation. This is reinforced by the liturgical calendar and strong pastoral care.

During the inspection the Liturgist, Priest Chaplain, Lay Chaplain, Youth Ministry Worker, Form Tutors, the leadership team, Chair of Governors and most members of the college community contributed significantly to acts of worship in daily prayer, form time, year group assemblies, exposition of the Blessed Sacrament, silent prayer in the chapel, and a deeply enriching celebration of the New Year 7 Welcome Mass during the inspection. Pupils and staff have the opportunity to worship as a community and to pray and reflect silently and peacefully as individuals. Liturgical celebrations are fully inclusive, involving all abilities, ethnic groups, pupils with special education needs and those with severe learning difficulties. Staff, pupils and families share a retreat experience at Ampleforth. Pupils of other faiths are respected and provision is made for their needs.

Monitoring and evaluation of Collective Worship and retreats involves pupils and staff by using questionnaires, surveys, interviews and discussions with pupils and staff. The feedback and suggestions are positive and constructive. The Chaplaincy team plans, monitors and evaluates the liturgical programme, Collective Worship and retreats through various means such as Chaplaincy, Form Tutor, the leadership team, and Pupil Chaplaincy meetings. The college prayer calendar is annually reviewed and in response to pupil 'voice' includes pupil prayers. A dedicated chaplaincy team that is drawn from across the college, and has a wealth of experience and expertise in planning, organizing, and leading an extensive programme of events in and out of college. This area is the core purpose of the college and an inspiration for all of the college's achievements.

# PROVISION

## How effective the provision is for Catholic education

1

### **The quality of teaching in Religious Education: 1**

There is a strong department of dedicated staff who work closely and draw on each other's strengths. The very good use of ICT clearly enhances teaching and learning at all levels. Teaching across the Department is of a very high standard; the confidence generated by teachers' in depth subject knowledge pervades the classrooms. Questioning and discussion work was seen to engage pupils to develop and check their understanding of their work. The verbal feedback given in class was helpful and often suggested ways to improve. Praise was a key feature in all lessons. Plenary activities engaged all pupils in effectively reviewing their learning from the lesson and set the scene for future learning. There is pace and a clear purpose to lessons which are characterised by a professional but friendly and caring atmosphere. Relationships between teachers and pupils are outstanding. This is captured in the words of a pupil, "I enjoy RE because it's fun and we do different things. Miss uses music and it makes me feel I can do it".

### **The use of assessment to support learning in Religious Education: 1**

Assessment of pupil's work is regular, consistent and in line with the 'Departments Marking Policy'. Comments in books are often personalised and suggest ways to improve. Individual progress is tracked on a half termly basis against challenging targets and this contributes to a comprehensive school data collection and tracking system. Learning objectives are explicit in Schemes of Work and are linked to assessment tasks. There is good display work in all classrooms and in public places.

### **The extent to which the Religious Education curriculum meets pupils' needs: 2**

The RE curriculum is good, all schemes are in place and used effectively to provide a holistic education catering for the academic, spiritual, moral, social and cultural development of pupils and meets external requirements in terms of content in Key Stage Three and Four for all pupils except those on the alternative KS4 Programme. The 10% curriculum time stipulated by the Bishop, is met by the staff successfully delivering related modules in P.S.H.C.E. / S.E.A.L. to complement the RE curriculum. Sex Education is delivered sensitively within the Catholic ethos of the college. The comprehensive schemes of work allow pupils to study and understand the teachings, beliefs, values and way of life of other world faiths. Pupils are respectful of other faiths in relation to diversity in the community through initiatives such as the Stephen Lawrence Award. There are many extra curricular events organised and supervised by different members of staff that allow pupils to deepen their faith; these include residential and day retreats, and a variety of activities to promote diocesan, local, national and global charities. The RE curriculum has been enriched and extended by the introduction of Extended Learning Days for pupils in Key Stage 3. A dedicated Chaplaincy team that is drawn from across the college, and has a wealth of experience and expertise plan, organise and lead an extensive programme of events in and out of schools that clearly enhance the wider RE Curriculum. These are totally inclusive as financial status is not a barrier to pupil participation in any activity.

### **The quality of Collective Worship provided by the school: 1**

Collective Worship is central to the life of the college and a key part of every college celebration. Prayer life is integral to this vibrant community which provides a wealth of excellent resources, including an electronic intranet, for highly spiritual and engaging acts

of worship to engage all pupils and members of the college in deeply inspirational and spiritual thought which is invaluable. Pupils regularly participate in preparing and leading worship with confidence and enthusiasm. This is supported by a Liturgist whose dedication and commitment to the role is evident in the highly quality Collective Worship experience available to all. During the inspection the Liturgist, Priest Chaplains, Lay Chaplain, Youth Worker Chaplain and most members of the college community contributed significantly to acts of worship in daily prayer, form time, year group assemblies, exposition of the Blessed Sacrament, silent prayer in the chapel, and a deeply enriching celebration of the New Year 7 Welcome Mass with parents, carers, primary school staff, governors, and members of the community present. The Mass which was well planned and appropriate to the occasion to reflect a deep understanding of the Church's mission and include the spiritual and intellectual aspirations of all pupils starting out life at a Catholic high school. Staff and pupils' liturgical and spiritual formation is developed in an atmosphere of mission and faith.

This is particularly evident in the detail of the liturgical life of the college for each day of the college's calendar which was evident in the briefing, year group and other agendum, pupil notices, c-mail to parents and the community, prayer cards for use during school trips, and prayer tables and stations around the college. Staff and pupils are reverent in ensuring reflective daily Collective Worship takes place. Daily Collective Worship is supported by resources such as the educational visits prayer card; the school prayer book; prayers in pupil planners; the Mission Statement; prayer intention boxes and prayer boards and tables; prayer stations; weekly themed prayers are in pupil and staff weekly bulletins and on all PC desktops and TV screens are available on the college intranet.

The Collective Worship policy review involves the Chaplaincy team, staff, pupils and Governors, and is part of the SDP three-year policy review cycle. The college has dedicated and enthusiastic staff who contribute towards the provision of Collective Worship. Staff support the prayer life of the college and are happy to lead prayer. There is a highly committed team comprising of a specialist liturgist, Chaplain, Lay Chaplain, Youth Ministry Work, Chaplaincy and Pastoral teams who are responsible for Collective Worship. This aspect of college life would be enhanced with an emphasis in the guidance for Collective Worship provide by the college to always include the 'Word of God' in Collective Worship.

# LEADERS AND MANAGERS

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

1

**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: 1**

The leaders at all levels of the college are deeply committed to the Church's mission in education. Their aspirations are reflected in the high quality planning for the college's development with rigorous monitoring and evaluation of an extensive tracking system, range of initiatives and partnerships that explicitly evidence the commitment to the intellectual, spiritual and moral development of the pupils as a natural part of the Catholic mission of the college in partnership with governors, parents, carers, and the Church.

The Headteacher, SLT, Chaplaincy and RE teams have a clear vision of the nature and role of a Catholic college. The pupils have a real understanding of the college's mission share its purpose and are keenly and actively involved in shaping and supporting it. Thorough and effective succession planning, recruitment and staff induction processes ensure high calibre staff and high professional standards. The NQT induction programme is thorough and challenging, with a strong emphasis on teaching in a Catholic college. In addition to having a mentor, all NQTs are members of the Chaplaincy team and have a Pastoral Buddy in order to develop their understanding and role in a Catholic college. NQTs and newly appointed staff attend the Diocesan 'Welcome to the Diocese' courses. Effective leadership ensures that vulnerable cohorts (FSM, SEN, EAL, LA, Gender and Socio-Economic etc) make good progress. Significant investment in pastoral leadership at all levels has proved highly effective in supporting each individual pupil and ensuring good support for staff. The renewed EPR policy and programme is as a result of evaluation of the Sex Education programme.

**How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils: 1**

The planning for development, rigorous monitoring, pupil tracking, and evaluation model within the college is evident in the provision for R.E. within the whole college system as a natural strategy for improvement. The 'whole-school' and R.E. documentation indicated that outcomes in Religious Education for most pupils are mostly outstanding. The comprehensive schemes of work and extensive programme of extra curricular activities are testament to the direction and leadership of the Head of RE under the guidance of the Senior Leadership Team. She has a clear vision for staff and pupils which has resulted in improved examination results and excellent provision and uptake in the Catholic life of the college. She leads a hard-working, cohesive team who share and help shape her vision, determination and commitment to Catholic education in all its forms. Morale in the department is strong, creating a culture of achievement and growth.

**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: 1**

The governors make a significant contribution to the work and the academic success and Catholic dimension of the college in discharging their statutory and canonical

responsibilities using robust systems and committees for setting challenging targets and evaluating effectiveness and performance within the college in improving outcomes for all pupils. Governors use these views to inform strategic priorities for development. Governors engage very effectively with parents, pupils and the staff as a whole and are well informed about users' views of the college. They recently attended the Open Evening for pupils seeking placements in September 2011.

The college benefits from a fully committed Governing Body which is well served by clergy and lay members who take their moral and spiritual leadership very seriously. Four Governors are part of the Chaplaincy team. The Headteacher reports termly to Governors on the moral and spiritual aspects of the college and regularly discusses other aspects of the daily management of the college with the Chair of Governors. The provision for the Catholic life of the college is clearly recorded in the governors' minutes and Headteachers' reports. Governors are knowledgeable of the work of the college and fulfil their obligations through careful monitoring and evaluation of the Catholic life of the college and college's performance. Governors have a carefully structured meeting cycle which covers all key areas of college life and they scrutinise documentation, such as the renewed programme for EPR, and review policies and annual accounts. Governors are skilled at asking open and challenging questions on key strategic areas. The college has a thorough risk assessment procedure regarding school trips and safe-guarding pupils. Governors take their role very seriously in monitoring these and, on occasions, they attend educational visits and retreats.

#### **How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being: 1**

Pupils benefit significantly and exceptionally well in achievement and well-being as result of highly developed partnerships with providers and professional services across the local community and city. The college participates fully and actively in developing and implementing a variety of partnership activities. These activities result in improvements in the college's provision and leadership and management, make an excellent contribution to pupils' good and often outstanding achievement and well-being. The college has very good links with various outside agencies, has strong community links and works collaboratively with a wide range of organizations, particularly Catholic and local agencies. These provide pastoral, spiritual, academic, and welfare support to ensure good Catholic well-being. The whole college community demonstrates a moral conscience in a wide variety of charitable activities and social enterprise; this is evident in the college's support for a former pupil's education in Kenya.

The parent group stated, 'There is a community spirit of support for staff and families. Children are transformed and become more confident. There is good responsibility for pupils' welfare on trips and they say their prayers. The Base is an inclusive experience and gives them good citizenship and responsibility. Every child matters. There are good feeder school links. We were consulted about uniform, sex education, and the behaviour policy, this is done with the Church values in mind. There are good systems and concern for the children. They know the children and it makes you confident in their management. The values and morals are taught in school and extend to home. The RE teachers inspire pupils. We share the progress targets. They care for others such as the Base. There are good links in the parish with the Youth Ministry Worker. They really support people in difficult times such as a bereavement and support each other as a family. The children are enthusiastic about school.' One parent had written to the LA about how they valued the college and the Chief Executive had replied stating, 'The school is one of the real educational jewels here in Leeds.' Former pupils stated, 'They care and are determined

for you to succeed and to know what you want to do afterwards. There is a sense of belonging. You are welcomed as a member of the family. Everybody cares for you in the long term. People come back and are helped all the time. Everyone mixes because there is respect and support.'

### **How effectively leaders and managers promote Community Cohesion: 1**

The inclusive and distinctive nature of the college and shared vision for promoting pupils' initiative and collaboration with an experience of a diverse range of backgrounds and cultures is evident in the local, national, and global projects. Community cohesion is underpinned by its strong Catholic ethos and the inclusion of all with a central goal and a shared vision. Leaders and managers work with others beyond the college to ensure that pupils are given opportunities to enter into dialogue and collaborate with people from different backgrounds. Pupils' friendship bonds cross cultural, faith, social, and economic boundaries. Within the college, there is concern, respect and hospitality towards the other. Acts of worship leave room for the other person's spiritual identity, their modes of expression and their values. The college accommodates the needs of other faiths, for example, Muslim ITT trainees and pupils. Parents from all backgrounds and especially parents who feel insecure in an academic environment are involved in decision making.

The college has audited its community cohesion provision and identified key areas for action. To strengthen social cohesion, the college listens and responds appropriately to the needs of the stakeholders, for example, through the Parents' Forum, PTFA, visitors and the pupil-led Chaplaincy/SVP groups and year group councils. The college has shifted from being almost exclusively white working class to having a much broader ethnic intake today. Asylum seekers and pupils new to the country feel very welcome at Corpus Christi and it is increasingly seen as the 'school of choice' by these pupils. This has led to an increasingly culturally diverse and harmonious community which embraces its diversity and sense of one world. The college is held in high regard locally and pupils are excellent ambassadors as representatives from a 'Catholic school'. The college works closely with and supports the local community and other organizations to improve learning opportunities for the wider community. There is an 'open door' culture for parents/carers to express their views and suggestions. They benefit from diocesan Family Life Ministry Parenting courses, Parents' Forum and one-to-one discussions with Year Leaders, Pastoral, Attendance, Support Workers and the resident Police Officer. The PTFA, Parents' Forum and parent governors are very proactive and college focused.

## INSPECTION JUDGEMENTS SUMMARY

Grade<sup>1</sup>

<b>Overall effectiveness:</b> How effective the school is in providing Catholic education.	<b>1</b>
<b>The school's capacity for sustained improvement</b>	<b>1</b>
<b>How good outcomes are for individuals and groups of pupils, taking particular account of variations between different groups</b>	<b>1</b>
<ul style="list-style-type: none"> <li>• <b>How well pupils achieve and enjoy their learning in Religious Education</b> <i>Taking into account:</i> <ul style="list-style-type: none"> <li>❖ the quality of pupils' learning and their progress</li> <li>❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress</li> <li>❖ pupils' attainment in Religious Education</li> </ul> </li> </ul>	1
	1
	1
	2
<ul style="list-style-type: none"> <li>• <b>The extent to which pupils contribute to and benefit from the Catholic life of the school</b></li> </ul>	1
<ul style="list-style-type: none"> <li>• <b>How well pupils respond to and participate in the school's Collective Worship</b></li> </ul>	1
<b>How effective the provision is for Catholic education</b>	<b>1</b>
<ul style="list-style-type: none"> <li>• <b>The quality of teaching in Religious Education</b></li> </ul>	1
<ul style="list-style-type: none"> <li>• <b>The use of assessment to support learning in Religious Education</b></li> </ul>	1
<ul style="list-style-type: none"> <li>• <b>The extent to which the Religious Education curriculum meets pupils' needs</b></li> </ul>	2
<ul style="list-style-type: none"> <li>• <b>The quality of collective worship provided by the school</b></li> </ul>	1
<b>How effective leaders and managers are in developing the Catholic life of the School</b>	<b>1</b>
<ul style="list-style-type: none"> <li>• <b>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</b></li> </ul>	1
<ul style="list-style-type: none"> <li>• <b>How well leaders and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils</b></li> </ul>	1
<ul style="list-style-type: none"> <li>• <b>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</b></li> </ul>	1
<ul style="list-style-type: none"> <li>• <b>How well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and pupil well-being</b></li> </ul>	1
<ul style="list-style-type: none"> <li>• <b>How effectively leaders and managers promote Community Cohesion</b></li> </ul>	1

<sup>1</sup> Grade 1: Outstanding/Excellent in all or most respects; Grade 2: Very Good/Good overall; may have some excellent features or some which are only satisfactory; Grade 3: Satisfactory; may have some good or some less than satisfactory features; Grade 4: Inadequate