



Catholic Schools Inspectorate inspection report for
Corpus Christi Catholic Primary School

URN: 142195

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

Date: 22-23 November 2023

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The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	✓
The school is fully compliant with all requirements of the diocesan bishop	✓
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- There is a clear sense of community where everyone is welcomed, cared for, and valued, ensuring everyone feels like part of the Corpus Christi family.
- The school environment reflects and celebrates the distinctive nature of this Catholic school, both inside and out. Christ is clearly at the centre of school life.
- The pastoral care of staff, pupils and families is prioritised. Staff give the highest levels of support to pupils and families, especially in times of crisis.
- Staff have positive and supportive relationships with each other, the pupils in their care, and the families they serve. Everyone is valued as God's creation and made to feel special.

- Early career teachers and staff new to the school are well supported. The robust induction programme leaders and the multi-academy company (MAC) offer ensures everyone is valued and welcomed into this Catholic community.

What the school needs to improve:

- Make Catholic social teaching explicit in all areas of the curriculum so that pupils can articulate how its principles are put into action.
- Ask more challenging questions in religious education lessons to deepen pupils' responses and enable them to make links between their learning and everyday life.
- Leaders and pupils to actively evaluate monitoring outcomes and ensure they feed into improvement plans to drive improvement.

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:.....

2

Pupil outcomes

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

2

Provision

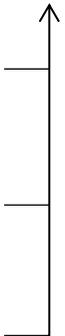
The quality of provision for the Catholic life and mission of the school

1

Leadership

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

2



Due to all staff's strong relationships and caring nature, pupils at Corpus Christi are confident and feel safe. They are proud to be part of the Corpus Christi family and participate fully in the opportunities to celebrate their faith. This means they are happy and know that they are valued, cared for, and loved by God. Pupils show mutual respect towards each other and demonstrate good manners. This leads to good behaviour and a sense of calm and order across the school and in most lessons. As a result of opportunities for pupils to learn about other faiths and beliefs, such as during a planned diversity day, pupils have an awareness and respect for other faiths. They show respect for people with different beliefs. Pupil leadership roles are in place, and they participate in the opportunities provided by the school, such as becoming eco-warriors and joining the GIFT team. However, opportunities for pupils to respond proactively to God's call to care for the less fortunate, generate their own ideas, and drive initiatives focusing on caring for the common good are less frequent.

Corpus Christi is a fully inclusive and diverse community where everyone is valued without exception. It is rooted in and driven by an embedded mission statement, 'Walking in Christ's footsteps, opening hearts and minds.' The school mission statement and Corpus values are known and witnessed by all pupils and staff. It makes a significant impact on the whole community. Staff are firmly committed to the school's mission and are excellent, consistent role models in living it out. Consequently, the sense of community is highly tangible; staff, pupils, and governors all speak of 'the Corpus Christi family', where everyone cares for each other and feels deeply valued. This results in the school being a joyful and supportive place to work and learn. Staff say they never feel alone and are never afraid to ask for help. Their well-being is a priority, and staff appreciate the notes of thanks sent to them from the principal. The pastoral care provided to staff, pupils, and families is excellent, especially in times of grief. This is a real strength of the school. The school

environment effectively celebrates its Catholic mission, ensuring Christ is clearly at the centre of the school.

Leaders and governors are committed to the Church's mission, and the development of Catholic life and mission is their core responsibility. They are deeply committed and passionate, resulting in everyone feeling supported. Training provided by leaders and the Romero MAC effectively contributes to further improving high standards. Leaders and governors work hard to ensure that new staff clearly understand the Catholic life and mission of the school. This enables them to actively contribute to it from the moment they join the community. There are good links with the local parish; the school and parish join for events, including sacramental preparation and the Corpus Christi procession. The parish priest supports staff in various lessons, and his chaplaincy support is highly valued by staff. Parents appreciate the pastoral support given by the school and value it as a supportive family. A parent told inspectors, 'The school has a friendly and supportive teacher team. They are always happy to listen and support us as parents.' Leaders and Governors ensure that subject leaders across the school work together to develop links between Catholic social teaching and subject areas but this is not yet embedded and does not cover the full breadth of the curriculum.

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 are developing secure knowledge, understanding and skills in religious education because lessons are well-planned and build on prior learning. Pupils enjoy religious education lessons and are generally engaged and enthusiastic learners because most teachers plan activities to engage pupils, such as using religious artwork, role play, and visits. However, this is not yet consistent throughout the school. Overall behaviour in lessons is good because most pupils are engaged in learning. Pupils make an excellent start due to the high quality of provision in early years. The focus on religious vocabulary and children having opportunities to improve their speaking and listening skills in lessons enables those in Reception to confidently discuss the symbols of Baptism using appropriate vocabulary, such as the oil of Chrism for example. In the rest of the school, when talking about their work in religious education, pupils can speak about what they have learned using some subject-specific vocabulary. Still, pupils do not have enough opportunities to deepen their knowledge and understanding as some teachers do not ask challenging questions. As a result, pupils' responses sometimes lack depth and they are not always aware of how their learning in religious education impacts on their lives. Pupils are confident in finding passages from the Bible, and a high reverence is given to the use of Scripture in lessons. Pupils' attainment in religious education aligns with other core curriculum subjects, although girls do achieve better than boys in most year groups. Work in pupils' exercise books is presented well.

Teachers are enthusiastic and committed to the value of religious education, which is evident in their preparation of lessons. Those new to teaching are supported well, and most teachers are confident in their subject knowledge. Pupils are well supported by adults in lessons, and adaptations to activities ensure pupils with special educational needs and disabilities (SEND) achieve well in lessons. Teachers frequently check pupils' understanding of lessons, thus improving learning for most pupils. The recent implementation of pause and think and reflection tasks has provided pupils with opportunities to reflect and think deeper about the impact of their learning in religious

education lessons on their lives. However, in some lessons, there are missed opportunities for deeper thinking and pupils' responses lack depth because sometimes the teachers do not ask the right questions. The pace in lessons is generally good with strategies such as paired talk and more collaborative work; though occasionally, too much talking by the teachers results in pupils losing focus and becoming passive.

Leaders, governors, and the MAC ensure that religious education is prioritised and given full parity with other core subjects. This means that their provision meets the bishops' requirements. The subject leader for religious education is highly effective and well-regarded by all staff for her support in raising standards in religious education. Her support of many new staff has ensured that standards have not slipped. She demonstrates a real commitment to ongoing staff training across the school, and staff know that her door is always open when they need support. For example, they value her generosity and time when supporting staff in lesson planning. This increases staff confidence, especially for those not Catholic and new to the school. A supportive culture of staff training enhances all teachers' subject knowledge when necessary. Leaders monitor, and monitoring findings are shared with governors, enabling them to be clear on the strengths and areas of development in religious education. Data and standards of teaching in religious education are discussed by governors, who participate in various monitoring activities, but this monitoring does not always lead to precise, targeted improvements.

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

2

Leadership

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

2

Prayer and liturgy are central to daily life at Corpus Christi, and pupils participate fully by joining in with prayer respectfully and singing hymns joyfully. There is a daily pattern of prayer which reflects the liturgical seasons. Consequently, pupils understand the liturgical year well and can talk about the liturgical colours relating to the different seasons. However, pupils' knowledge of the formal, traditional prayers of the Church is not yet fully developed. During the liturgy, pupils join in confidently with responses and sing beautifully. The celebration of Mass is central to the life of the school and allows pupils the opportunity to reflect and develop their faith. Pupils are actively engaged in the Mass through ministries such as reading and serving and are encouraged by the parish priest and staff, who are good role models of prayer. Pupils have a good knowledge of the structure of prayer and liturgy and can clearly describe the components of gathering, listening, responding, and going forth. All sections are well planned, and scripture is always appropriately emphasised during prayer. Pupils are developing their skills in planning and preparing their own prayer and liturgy relevant to their age, starting from Reception. They do so with increasing confidence, well supported by adults. Pupils sometimes evaluate the prayer and liturgy they have planned but this does not happen consistently. The GIFT team plans and delivers voluntary prayer sessions at lunchtime, which other pupils attend, giving pupils an increased variety of prayer experiences. For example, during October, there was a focus on praying the Rosary.

During class prayer, attention is given to providing an appropriate mood and setting, often using music to create a prayerful atmosphere. A central focus is created with candles, the Bible, and religious objects. Reverence and respect towards Scripture are evident in all prayer and liturgy across the school. Themes for Masses and assemblies are planned to reflect the liturgical calendar, with prayer spaces across the school and classrooms being appropriate and celebrating the Corpus values associated with each half term. These are of high quality, clearly given time and attention as they are attractive and engaging; they provide pupils with opportunities to creatively engage with

prayer and reflection through prayer trees and prayer books, for example. The 4D room is an additional resource used effectively to develop pupils' spirituality further, creating a sense of awe and wonder. All of this means that prayer often has a clear message and purpose. Parents are encouraged to attend school Masses and events, including the sacramental preparation programme. Leaders have developed plans in place to further develop the ways in which the school serves the parish, though it is too soon to determine their impact.

Leaders and governors ensure the school has a prayer and liturgy policy. Currently, the school has not yet mapped clear progression and expectations for developing the participation skills for each year group relating to child-led collective worship. This means pupils' skills are not yet strategically developed as they journey through school. Leaders ensure that resources for worship are high quality, with each class having a good range of resources, including Bibles, candles, statues, and other religious artefacts. There is a clear timetable to ensure that key times of the Church's year are celebrated, including holy days of obligation and other significant days. During such days, the whole school celebrates Mass in church with parishioners and parents. Leaders and governors review the quality of the prayer life of the school, but there is not a clear process of evaluation in place to ensure that any monitoring of prayer and liturgy leads to clear improvements.

Information about the school

Full name of school	Corpus Christi Catholic Primary School
School unique reference number (URN)	142195
Full postal address of the school	Langbank Avenue, Ernesford Grange, Coventry, CV32QP
School phone number	02476 454931
Name of head teacher or principal	Kevin Shakespeare
Chair of governing board	Brendan Fawcett
School Website	corpuschristi.coventry.sch.uk
Multi-academy trust or company (if applicable)	The Romero Catholic Academy
Type of school	Primary
School category	Academy
Age-range of pupils	4 to 11
Trustees	Archdiocese of Birmingham
Gender of pupils	Mixed
Date of last denominational inspection	January 2017
Previous denominational inspection grade	2

The inspection team

Bernadette Corbett	Lead inspector
Joseph Bridgewater	Team inspector
Marie Conway	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