



Archdiocese of Birmingham

Section 48 Inspection

CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL

Lyttelton Road, Stechford, Birmingham, B33 8BL

Inspection date 2nd & 3rd February 2017
Reporting Inspector Debbie Huxtable

Inspection carried out under Section 48 of the Education Act 2005

Type of School	Voluntary aided
Age range of pupils	4 – 11 years
Number on roll	419
Appropriate authority	The Governing Body
Chair of Governors	Mr Graham Daly
Telephone number	01216752784
E-mail address	enquiry@corpuschristi.bham.sch.uk
Date of previous inspection	6 th & 7 th March 2012
DFE School Number	330/3320
Unique Reference Number	103424
Headteacher	Mrs Julie Taylor
Previous inspection:	2
This inspection:	1

DIOCESAN EDUCATION SERVICE



Evidence

- The inspection was carried out by one Diocesan Inspector.
- The focus of the inspection was on the quality, leadership, and impact of the school's provision of Catholic life, collective worship, and religious education (RE).
- The inspector observed teaching across three RE lessons to evaluate the quality of teaching, learning and assessment. All of these lessons were conducted jointly with the headteacher.
- The inspector completed a work scrutiny, and held discussions with pupils to evaluate their understanding of Catholic life, worship, and the impact of teaching on their learning over time.
- Meetings were held with three governors including the chair, the headteacher, the subject leader and the parish chaplaincy team including the parish priest.
- The inspector attended a whole school Mass, celebration assembly and undertook a learning walk to look at aspects of learning and teaching in RE, the presentation of the Catholic life of the school and pupils' behaviour.
- The inspector reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, RAISEonline, the development plan, RE action plan, teachers' planning and learning journals.

Information about the school

- Corpus Christi is a larger than average two-form entry primary school situated in the Stechford and Yardley area of Birmingham and is one of two primary schools serving the parish of Corpus Christi.
- 36% of the school population is Catholic.
- The number of pupils who come from ethnic minority backgrounds is well above the national average.
- The number of disadvantaged pupils is above the national average.
- The number of special educational needs and disabilities (SEND) pupils is broadly in line with the national average.
- Attainment on entry is significantly below expectations and this is reflected in the RE baseline where pupils enter school with very little knowledge of the signs and symbols of the Catholic faith.
- The school has gone through a significant number of changes since the last Section 48 inspection in March 2012. These have included the appointment of a new headteacher, two new deputy heads, a new RE subject leader and new parish priest.
- The governing body has also gone through some changes with the loss of some experienced governors and the continued recruitment of suitably qualified governors.

Main Findings

- The Catholic life, collective worship and religious education at Corpus Christi School are all outstanding.
- The strong leadership of the headteacher and senior leaders shows an inspiring vision and total commitment to the development of the Catholic life, collective worship and religious education within the school.
- The Catholic life of the school is a strength. The school provides a welcoming, friendly and diverse community where everyone is proud of the Catholic ethos and children care for each other, are well behaved and are respectful.

- The pupils' response to collective worship is outstanding and shows an unbridled enthusiasm to plan, deliver and take part in all aspects of worship by even the youngest members of the school community.
- The school has effective self-evaluation processes and systems which present an accurate analysis of what the school is doing well and what they need to do to improve further.
- Monitoring and evaluation of RE since the previous inspection has resulted in improvements in teaching and learning, as well as the development of an aspirational, effective curriculum.

THE CATHOLIC LIFE OF THE SCHOOL

Catholic life, collective worship and spiritual, moral and vocational development: provision and outcomes

- Self-evaluation of the Catholic life of the school is well integrated and involves school staff, parents, children and the parish chaplaincy team. This evaluation has judged this area as outstanding and all evidence examined during the inspection validates this judgment.
- The school is rightly named "Corpus Christi" as the celebration of the Eucharist is central to the life of the school, and all members of the school family are committed to its celebration. Pupils are enthusiastic and look forward to the celebration of weekly Mass in the parish church. The newly initiated Sunday Masses, led by pupils, are extremely well attended by both Catholic and non-Catholic pupils and their families.
- The school has a welcoming and engaging environment. School leaders and staff have worked hard to ensure that the Catholicity of the school is at the heart of that environment and that all else stems from it. The school mission statement "Learning to Love, Loving to Learn, whilst living together in Christ" is displayed around the school and pupils are confidently able to reflect on the impact it has on their daily lives.
- Pupils appreciate and value the Catholic life of the school and contribute to its evaluation through surveys, liturgy leaders and a pupil parliament. During the inspection pupils spoke confidently about their input and the willingness of staff and the chaplaincy team to listen to their views and ideas.
- Pupils value and respect each other as equals and see the diversity of their backgrounds and faiths as making a positive contribution to how they live out their lives and learn to be people of faith. This is strengthened by the school's commitment to the understanding and integration of families and staff from other faiths, religions and beliefs, who greatly value the school and its message of what is right and wrong based on the teaching of the Church.
- Senior leaders provide governors with formal and informal reports on the Catholic life and collective worship of the school; the effectiveness of these reports has been developed so that governors' discussions are now more robust and focus on the impact of provision on the whole school community.
- The Catholic schools' pupil profile has been promoted in the school and has been developed in line with diocesan expectations through assemblies, lessons and displays. Pupils of all ages can articulate the meanings of the values and virtues included in the profile and what the implications are for the way in which they live their lives.
- Pupils demonstrate exemplary reverence and respect at all liturgies and collective worship. They experience a variety of prayer styles and traditions and are

enthusiastic about how they are involved in the planning, preparation and delivery of collective worship.

- Acts of worship experienced during the inspection showed a very high level of engagement of pupils, who demonstrated respect and integrity when discussing other faiths, religions and beliefs, and ways of prayer. Even the youngest pupils, during a collective worship opportunity in a reception class, were able to offer spontaneous prayers each sharing how they would let their light shine.
- Pupils display an understanding that they are called to serve and that their support of a variety of charities and their acts of kindness were a demonstration of this. They readily take on responsibilities and know that they have a calling or vocation in life which is specially for them.

LEADERSHIP

Leadership of Catholic life and Collective Worship

- Leadership of Catholic life and collective worship is outstanding. The school demonstrates a determination to effectively reflect, at all levels, upon what makes the distinctive nature of the school and how that manifests itself in the daily lives of the pupils.
- All members of the school community have a voice in the school's self-evaluation including governors, staff, the chaplaincy team and pupils. They all contribute to regular and systematic monitoring, including reviews, audits and questionnaires.
- The headteacher has a clear understanding of her role in the leadership of the Catholic life of the school. She has high expectations; she is fully committed to ensuring that the pupils' experience of Catholic life is rich and meaningful and that it helps each child to know and live out their lives according to the teachings of Jesus.
- The governing body is currently going through a stage of transition due to a number of experienced governors leaving and the difficulty of appointing appropriately qualified governors to ensure a balance of skills and talents. The remaining governors are well informed through the headteacher's and RE leader's reports, but they will need to ensure effective induction of new governors and training for the whole governing body to appropriately challenge and support the school moving forward.
- The school works very closely with a variety of partners to share good practice, moderate activities and further develop closer links within the local community as well as across the diocese.
- Leadership has a keen understanding and commitment to the further development of all staff both professionally and personally. Termly professional development meetings take place to continue to develop staff expertise. The latest work with the diocese on prayer has clearly had an impact and is evident in the high quality of experiences provided for all pupils.
- The parish chaplaincy team provide strong links with the parish community and take advantage of all opportunities to support and appropriately extend the school in terms of knowledge, skills and understanding of the faith. They are also keenly aware of their pastoral role for not only pupils and their families but staff as well.

RELIGIOUS EDUCATION

Leadership, outcomes from and provision for religious education

- Evidence seen during the inspection validates the school judgment that religious education at Corpus Christi School is outstanding.
- The RE lead is committed and dedicated to her role. She is constantly raising standards through her use of effective systems of assessment and moderation, which are fed back to staff and leadership on a routine basis.
- Tracking of pupil performance is embedded and trends and cohort data is readily available for analysis by the RE lead and senior leadership. Data for vulnerable groups, SEND and English as an additional language (EAL) is also collected and analysed. However, the school does not currently use this data to set targets for these groups or to inform short or medium term planning.
- Teachers have an excellent subject knowledge and are enthusiastic about how they can inspire and motivate pupils in their lessons. Less experienced staff and non-Catholic staff feel happy and confident that they are well supported and are able to gain advice and help from the RE leader, headteacher and other members of staff. Induction of new staff takes advantage of the diocesan courses as well as school based learning.
- RE is clearly seen by senior leaders as a core subject and evidence seen during lessons, showed that expectations of staff were in line with other core subjects. Pupils are productive during lessons and use a variety of ways of recording and applying their skills.
- The recent review and subsequent developments of the RE curriculum show a whole school dedication to providing high quality experiences for all pupils. This ensures outcomes are at least at the expected level with many pupils achieving more. Data over time shows that pupils make at least good progress with many making outstanding progress from their low starting points.
- The parish priest and chaplaincy team also contribute to the delivery and development of the curriculum, and add strength and depth to the evaluation of the outcomes for pupils.
- Collection of performance data is embedded and begins with an annual scrutiny of the baseline assessment in Early Years. This enables the school to review provision in line with the growing needs of the pupils as they enter school with very limited knowledge of religious artefacts or prayers. Standards observed during the inspection show that these very young pupils make at least good progress and many outstanding in the early months of their Reception year.
- Religious education is monitored in line with other subjects and there are regular and planned lesson observations, drop-ins and work scrutiny. Outcomes are reviewed and discussed with senior leadership so that professional development within school can be planned to accommodate individuals and groups of staff. All staff also attend appropriate courses and meetings held by the diocesan RE department to ensure all staff are up to date with trends and expectations.
- Education about equality and diversity is a strong component of the curriculum and children respond positively to their learning about other faiths, religions and cultures during a biannual focus week. Opportunities are also taken in other subject areas and at other times to teach equality and diversity across the curriculum.
- Pupils enjoy their RE lessons and are able to relate previous learning to new and extension tasks. Observations and interviews show pupils are keen to learn, are able

to work collaboratively or independently, and enjoy debating and discussing key messages within their lessons.

- Marking and feedback in RE books is in line with other core subjects and pupils know how to make improvements to their work. Teachers regularly provide challenging questions during lessons as well as in their RE books. This feedback encourages deeper learning and asks pupils how they will apply this learning to their own behaviours.
- Pupils particularly enjoy questions posed on the wonder and awe boards that are used in all classrooms to encourage questions of meaning and purpose. They feel these questions lead to deeper discussions and provided an opportunity for a variety of answers to question that do not always have a single answer.
- Support staff provide high quality input and are skilled and well deployed to support pupils' learning. They demonstrate good subject knowledge and questioning skills that extend learning and clarify misconceptions.

Recommendations

In order to improve the school should:

- Develop the newly constituted governing body in its role to support and challenge the school through:
 - High quality induction of new members
 - The development of a detailed plan in response to the recent governors' self-evaluation audit
- Use the data for vulnerable groups, to set challenging targets for progress and to inform teachers' short and medium term planning of units.