



# Corpus Christi Catholic Primary

Dunsmuir Grove, Gateshead, Tyne and Wear, NE8 4QL

School Unique Reference Number: **108382**

<b>Inspection dates:</b>	10 – 11 November 2014
<b>Lead inspector:</b>	Nora Hughes

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1
<b>Religious Education:</b>		Outstanding	1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Corpus Christi Catholic Primary is an outstanding Catholic school because:

- The Catholic Life of the school is outstanding because the mission statement is central to the school and evidenced daily in the relationships between staff, pupils, parents and governors. There is a strong sense of everyone growing in faith together.
- The Collective Worship of the school is outstanding because staff and pupils plan and lead prayer opportunities with reverence and joy and a deep sense of spirituality which is almost tangible.
- Religious Education is outstanding because pupils achieve well and enjoy their learning, they are able to articulate their faith well. Teachers use a range of stimulating resources and tasks as well as developing pupils' learning through quality marking and feedback.
- Care and respect are at the heart of this community. The school is a haven where pupils flourish.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- Corpus Christi school serves the parishes of Corpus Christi, Bensham and Holy Rosary, Teams. The school is situated in an inner city area of Gateshead with a high level of social and economic disadvantage. The school is multi-cultural and there is a higher than average number of pupils with English as an additional language. The majority of pupils are baptised Roman Catholic, and a significant proportion of the pupils are of other Christian denominations.

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Raise the profile of Religious Education further by:
  - Gaining the “Rights Respecting Schools” award

## CATHOLIC LIFE

### THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

1
---

- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1
---

1
---

1
---

**The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- Pupils make an outstanding contribution to the Catholic Life of the school. For example they love to raise money for charity through toy and cake sales and help in the community at harvest time.
- Many opportunities are made available and taken up by the pupils to live out the school mission statement, for example, looking outwards to people in Joe's Place for homeless people or Elizabeth House, a local women's refuge.
- They thrive in a family atmosphere where everyone plays an active role in the Catholic Life of the school.
- Pupils have a deep sense of belonging and embrace opportunities offered to them enthusiastically.
- Pupils visit shelters for the homeless and support a women's refuge. They meet with the elderly in a fortnightly lunch club: chatting to them and even teaching them how to use loom bands.
- Pupils participate in the Mini Vinnies group and carry out their work with enthusiasm.
- Pupils participate reverently in a variety of events in school, in the parish and at diocesan level such as acts of worship for parents and the Faith 13 event.
- Work carried out by the chaplain and deacon, as well as the parish priest, enables pupils to feel exceptionally well supported in developing their own sense of vocation; living out the school mission – they 'travel onwards through life, outwards to others and inwards to God'.
- Pupils say they know God lives in them so they need to live their lives for Him.
- Pupils' behaviour is exemplary at all times as a result of consistent behavioural support programmes throughout the school.

**The quality of provision for the Catholic Life of the school is outstanding.**

- The mission statement is embraced and lived out by all.
- The learning environment reflects the school's mission statement and celebrates the school's Catholic character with beautiful displays and opportunities for prayer.
- Clear policies and practices are in place.
- High expectations of behaviour are promoted by all staff and the pupils themselves.
- Behaviour policies are rooted in gospel values. Pupils say they learn to respect each other, to always say sorry and never to judge.

- Personal, Social and Health Education (PSHE) is delivered extremely effectively through 'statements to live by'.
- Staff feel extremely well supported through high quality training. They say it is a special school where everyone belongs and feels loved.
- Relationships and Sex Education (RSE) is taught throughout the school at age appropriate levels and it is in line with the teachings of the Catholic faith.

**How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

- The school's leadership is deeply committed to the Church's mission in the school. The headteacher is outward looking by using her expertise to support other local schools and inward by choosing to worship in the community she serves.
- Leaders have a clear vision which is very effectively shared throughout the school community.
- Leaders are excellent role models and an inspiration to all. The Religious Education leader offers her expertise to support other Religious Education leaders at diocesan level.
- Catholic Life is given the highest possible priority by leaders, reflected in accurate school self-evaluation, constituted by rigorous monitoring in their annual audit process and continual self-challenge. This ensures well planned improvements for the Catholic Life of the school.
- The school is extremely effective in working with parents and carers who claim the school is 'a welcoming community where they genuinely care'. They describe leaders as 'authentic followers of their faith'.
- Governors share the headteacher and staff's passion to excel and offer challenge and support where necessary. They see the Catholic Life as 'something that hits you as you walk through the door' not just something talked about in a lesson.
- The chaplain, deacon and parish priest play an instrumental part in the Catholic Life of the school for pupils but also for staff.
- Governors are actively involved in the school's self-evaluation process. They are always invited to events and participate enthusiastically as full members of the leadership team.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

1
---

- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1
---

1
---

1
---

**How well pupils respond to and participate in the school's Collective Worship is outstanding.**

- Collective Worship engages the interest of all pupils and inspires them to reflect and respond reverently and joyfully.
- Pupils are skilled in planning and leading acts of Collective Worship at age appropriate levels.
- Pupils say they learn 'where, how and why we can pray', they express a love for Collective Worship and joyfully sing their favourite hymns.
- All pupils and staff from the nursery upwards have an excellent understanding of the liturgical year. There are many reminders of this in the beautiful displays throughout the school.
- There is a deep sense of respect for different faiths. There are many faiths represented in this school and all are included and deeply valued.

**The quality of provision for Collective Worship is outstanding.**

- Collective Worship is central to the life of the school through regular staff prayer and daily acts of worship for pupils.
- Themes chosen for Collective Worship develop a deep understanding of the liturgical year, celebrate the 'Come and See' topics and promote statements to live by.
- Prayer opportunities are stimulating for pupils and parents enjoy being able to participate.
- Teachers are highly skilled at enabling pupils to lead Collective Worship. They have a thorough understanding of the forms prayer can take and are adept at sharing this with pupils.
- Teachers are effectively supported in their role by the school chaplain, deacon and Priest.
- Everyone in this school community is passionate about ensuring pupils have high quality prayer experiences.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.**

- Leaders and managers have an expert knowledge of how to plan and deliver opportunities for prayer.
- The Religious Education leader (also chaplain) has modelled Collective Worship and carried out staff training to ensure it is of the highest possible quality throughout the school. She is described as having a deep sense of spirituality, which was evident in observations.
- Collective Worship is delivered effectively because it is relevant to the lives of the pupils.
- Continual professional development in-house and at diocesan level is promoted for all staff. Staff are appreciative of this support and enthusiastic in their approach to Collective Worship. They have benefited from reflection twilights from the deacon and staff reflection days to venues such as Minsteracres.
- Continual improvement is at the heart of the Religious Education leader's vision for Collective Worship. She is described as 'faith filled' and is able to share her vision effectively.
- Leaders regularly review Collective Worship throughout the school. They regularly seek the views of pupils and parents who appreciate that their suggestions are acted upon.
- Parents appreciate the welcoming community the school offers when they are invited to join in acts of worship in school and in church.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

1
---

- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

1
---

1
---

1
---

#### **How well pupils achieve and enjoy their learning in Religious Education is outstanding.**

- Pupils demonstrate passion and commitment in their learning.
- Behaviour for learning is outstanding.
- Almost all pupils concentrate very well, beginning with learning activities such as Godly play in nursery, then throughout the school.
- From below average starting points the vast majority of pupils make rapid and sustained progress.
- Pupils know their targets and what they need to do to improve.
- They benefit from lessons which are well planned and stimulating so that pupils express a love of learning.
- Due to the state of transition in level expectations across all of diocesan schools, the current averages for attainment and progress are not reliable benchmarks. Therefore no judgement will be made in this report against diocesan averages for either attainment or progress.

#### **The quality of teaching and assessment in Religious Education is outstanding.**

- Over time teaching is mainly outstanding and is never less than good.
- Over time all groups including those with special educational needs make very good progress.
- Teachers have very high expectations and are enthusiastic about Religious Education. They are committed to achieving the best possible outcomes for their pupils.
- Teachers are confident in the use of the 'Come and See' programme to plan and deliver outstanding lessons.
- Excellent use is made of assessment of work and within lessons to check pupils' understanding to ensure progress is rapid and sustained.
- Tasks set meet the needs of all pupils and teachers are skilled at asking questions in their feedback which develop pupils' understanding extremely well.
- Teachers use praise and celebration of achievements very well throughout lessons and in daily school life.

**How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.**

- Leaders analyse the provision for Religious Education rigorously through its annual audit process to provide an accurate picture of school achievement.
- Planning for improvement is well targeted and leads to aspirational targets for pupils being achieved.
- Leaders demonstrate a high level of expertise in Religious Education, even working at diocesan level to support other Religious Education leaders.
- Leaders are relentless in striving to deliver the best possible outcomes for all pupils.
- The Religious Education leader and headteacher have identified areas for improvement and regularly deliver training for all staff to achieve these improvements.
- The headteacher is outstanding in inspiring confidence and commitment from pupils, parents, staff and governors.
- The moral and spiritual development of pupils is exceptional. As a result they are proactively involved in their own learning.
- Leaders ensure Religious Education is well planned and effectively meets the needs of all pupils.
- Leaders continually forge links in the local community, parish and globally.
- Diocesan guidelines are followed and the parish priest acknowledges the commitment of the families who participate.
- Governors are active at all levels from attending events to supporting and challenging the school effectively.
- Leaders ensure Religious Education is well resourced in terms of staffing, physical resources and curriculum time when compared with other core subjects.



## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****1****CATHOLIC LIFE:****1**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for 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.

1

**COLLECTIVE WORSHIP:****1**

How well pupils respond to and participate in the school's Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

**RELIGIOUS EDUCATION:****1**

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching and assessment in Religious Education.

1

How well leaders and managers monitor and evaluate the provision for Religious Education.

1

**SCHOOL DETAILS**

<b>School name</b>	Corpus Christi Catholic Primary
<b>Unique reference number</b>	108382
<b>Local authority</b>	Gateshead
This Inspection Report is produced for the Rt. Reverend Séamus Cunningham the Bishop of Hexham and Newcastle Diocese, (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.	
<b>Chair of governors</b>	Mrs Mary Robson
<b>Head teacher</b>	Mrs Christine Ingle
<b>Date of previous school inspection</b>	May 2008
<b>Telephone number</b>	0191 4772175
<b>Email address</b>	Corpuschristicatholicprimaryschool@gateshead.gov.uk