



# Corpus Christi Catholic Primary

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

School Unique Reference Number: **108382**

<b>Inspection dates:</b>	27 – 28 February 2020
<b>Lead inspector:</b>	Clare Swales

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

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Corpus Christi Catholic Primary is an outstanding Catholic school because:

- The school provides the very best in Catholic Education for this diverse community.
- The Catholic Life of the school is outstanding. Pupils, staff, parents and governors thrive in this joyful, prayerful community. They support one another extremely well as they continue to grow together in faith.
- The quality of Religious Education is outstanding. Excellent teaching and subject knowledge ensure that all pupils make at least good progress over time. Pupils enjoy their learning and are committed to improving their knowledge.
- The quality of Collective Worship is outstanding. Prayer and worship are central to the life of the school. Pupils, guided by skilled staff, show the skills necessary to deliver high quality acts of worship and create a powerful spiritual environment.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- Corpus Christi is an average sized Catholic primary school, situated in an inner-city area of Gateshead, with high levels of deprivation.
- The school serves a very diverse population.
- There is a higher than average number of pupils with English as an additional language.
- Some families are refugees and asylum seekers.
- The school has a higher than average proportion of pupils eligible for free school meals.
- There is a higher than average proportion of pupils with special educational needs and/or disabilities.

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

- Continue to raise the profile of Religious Education further by:
  - continuing to develop the religious literacy of pupils.

## 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. They have a very good understanding of how the mission statement impacts on their daily lives, permeating everything the school does. There is a tangible ethos of respect for all and care for our common home.
- Almost all pupils show a deep respect for themselves and others. The behaviour of almost all pupils is exemplary. Older pupils, who are monitors, set an excellent example to younger pupils, congratulating them on positive behaviour, listening and demonstrating an ability to forgive and be forgiven.
- Achieving the gold award as a UNICEF Rights Respecting School has had a profoundly positive impact. Embraced by the whole school community, the ideals have been understood, adopted and lived. Parents report being extremely proud of the qualities this has developed in their children and their actions towards those in need.
- Mini Vinnies understand and value their role in the wider community too. This is reflected in their Faith in Action journals. They help to organise activities such as fundraising for Joe's Place and Elizabeth House, as well as for national disasters. They support local activities, such as gardening with residents of a local care home and support a local mother and baby home. Their actions are very much appreciated by the local community.
- Displays around the school are skilfully linked to Catholic Life. For example, learning about pupils in Kibera Primary School in Nairobi links to work on anti-racism. One pupil commented, 'They love our colourful environment.'
- The vast majority of pupils take full advantage of the opportunities the school offers for their personal development. They enthusiastically embrace the truly holistic approach to education provided by the school. This results in pupils who are happy, confident and at ease in expressing their own religious and cultural identity and beliefs.

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

- The mission statement which concludes, 'Love one another as I have loved you' is proudly displayed throughout the school. It is woven into all aspects of school life and clearly focuses the community.

- The school community is an inspiration. Staff comment that they all feel responsible for the impact Catholic Life has on pupils and the whole school community. Parents bear witness to this. In a very diverse community; the school, and those in it, are the glue which holds everything together.
- Relationships in school are excellent. Staff describe the school community as supportive and inclusive, one in which the children are very involved and where differences are celebrated.
- Staff promote mutual respect and forgiveness, dignity for the human person and care for our common home throughout the entire curriculum. Displays around school reflect this. Focal points in classrooms and around school reflect the liturgical year and the importance of Catholic Life in the community.
- There are extensive opportunities for staff to participate in activities which reflect the Catholic Life and mission of the school, such as staff prayer and continuing professional development (CPD). A retreat day at Ushaw College was highly valued by staff.
- Chaplaincy provision is outstanding. The chaplain very much leads by example in promoting the Catholic Life of the school and both pupils and staff know that she is always available to offer expert guidance and support.
- Clear policies and structures are in place which provide the highest levels of pastoral care to all pupils. Pupils and their families are exceptionally well cared for and parents very much appreciate the support they are given by the school community.
- The Relationships, Sex and Health Education (RSHE) programme celebrates Catholic teachings and principles. It has recently been developed and is supported by other partnerships such as Operation Encompass, Kids Safe and NSPCC.

**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 education. They are energised by the task and are a source of inspiration for the whole community. They lead by example and are active and visible in school and in the community. As one parent commented, 'The school more than meets my expectations in promoting the Catholic tradition.'
- The vision for the school is clear and is shared by leaders and governors. Catholic Life is given the highest priority. This is evident in the best possible experiences given to pupils in order to grow in faith and the high quality resources used to do so.
- School self-evaluation is rigorous and accurate. Staff and governors work together to monitor and evaluate the strengths of the school and analyse the impact of provision. Governors describe leaders as, 'Very forth-coming and welcoming,' and there are clear links to the school development plan, which is focused on continually improving outcomes.
- Continuing Professional Development focusing on the Catholic Life of the school occurs frequently. Staff speak of leaders who 'lead from the front' and are very appreciative of the guidance and support they are given, particularly as new members of staff.
- The school has successful strategies for engaging with almost all parents and carers. Parents are fully supportive of the school and appreciate the opportunities they have to come into school for services throughout the liturgical year, including reconciliation services, nativities and Open the Book sessions.

- Parents have a thorough understanding of the school's mission and are supportive of it, with a number of parents commenting that it was the reason they chose the school for their children.
- Governors are active within the school community and have a very good grasp of the school's strengths and areas for development. They speak of leaders who, 'are always looking forward and reviewing things.' They know the school well and are effective at holding leaders to account whilst supporting its mission.

## 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 understand and enjoy the value of Religious Education showing passion and commitment to their learning. Behaviour in lessons is very good with pupils concentrating very well and displaying positive attitudes to learning.
- One pupil commented that they particularly enjoyed learning about other religions because, 'People in school have other religions and it helps me to understand them more.'
- Pupils are committed to improving their knowledge. They understand where they are on their learning journey and know what they need to do to improve.
- Almost all pupils from their starting point, including those with little or no English, make at least good and at times outstanding progress from nursery to the end of key stage 2.
- Almost all pupils, relative to their age and capacity, are religiously literate. During a role play of the Mass in reception class, pupils used words such as lectern, tabernacle and sanctuary lamp whilst they set up the church ready for Mass.
- Pupils use their knowledge, understanding and skills effectively. Heart challenges and wonder clouds in books encourage pupils to reflect spiritually and think ethically and theologically. Their responses reflect an awareness of the demands of religious commitment in everyday life.
- Pupils have great pride in their work. Their work is well presented and the quantity and quality of work in books is exceptional.

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

- The majority of teaching is outstanding and is never less than consistently good. Teachers know their pupils very well. As a result of very effective assessment strategies, teachers consolidate and extend pupils' knowledge and understanding so that they learn extremely well.
- Teachers plan tasks which are well matched to the learning objective. Activities are matched to pupils' abilities to engage all groups of learners. High quality resources, including adult support, are used very effectively.
- Feedback to pupils is of a high quality. It is simple but effective and pupils respond well, often consolidating their learning or taking it forward.

- Teachers have a high level of confidence and expertise in their subject. This is a real strength of teaching and learning in school. Staff have a passion for Religious Education. Outstanding practice in the subject is constantly developed through peer mentoring, modelling by leaders and the sharing of good practice.
- Teachers demonstrate high expectations of behaviour and engagement to their pupils, the majority of whom respond positively and concentrate well.
- Assessments are regular and increasingly accurate as teachers become more confident in the use of age related expectations for attainment in Religious Education. This is clearly evidenced in the moderation of pupils' work, both in-house and at Diocesan level.
- Teachers are adept at using praise and affirmation to motivate learners and to develop self-esteem.

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

- The headteacher and leadership team share a highly ambitious vision for the school and for what every pupil and teacher can achieve. They are very experienced and knowledgeable, ensuring that the Religious Education curriculum meets the requirements of the Bishops' Conference and that the required amount of curriculum time is given at each key stage.
- Religious Education is given the highest priority throughout school, something which is greatly valued by both governors and staff. Governors report receiving current information on standards and key issues. There is a high level of discussion, analysis and challenge which results in coherent and well-informed self-evaluation.
- Leaders use a range of monitoring activities to check on the quality of teaching. As a result, they have a very accurate picture of the strengths and areas for development. They should continue to monitor and evaluate pupils' effective use of religious literacy in their oral and written work.
- The coordinator for Religious Education is an inspiring role model who is both highly knowledgeable and efficient. This high level of expertise, targeted planning and strategic actions lead to mostly outstanding teaching and good progress for all pupils.
- Staff greatly value and appreciate the outstanding support from leaders in delivering all aspects of the Religious Education curriculum. This, they say, enables them to develop their own expertise in the subject and maintains the high profile of the subject amongst pupils.
- Sacramental preparation is delivered very well in school and in accordance with Diocesan policy. Parents comment that the pupils are very knowledgeable in this area and often teach and inform their parents on aspects of sacramental preparation.

## 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.**

- Corpus Christi is a prayerful community. There is a calm and peaceful atmosphere which is reflected throughout the school. Pupils' involvement in Collective Worship is a central part of their experience.
- There is a genuine enthusiasm for all forms of Collective Worship. Prayer is very natural and inspires prayerful silence, reflection and joyful singing.
- The degree to which pupils take the initiative in leading Collective Worship is a real strength. Pupil chaplains are inspirational role models, expertly supported by experienced members of staff. They are creative, resourceful, lead prayer reverently and are very eager to share their faith with others through a variety of Collective Worship. Most pupils are visibly uplifted by the worship opportunities they create.
- Almost all pupils have an excellent understanding of the Church's liturgical year, seasons and feasts. They are confident and respectful in a wide variety of prayer, both contemporary and traditional.
- Staff are understandably proud of pupils' increasing knowledge and use of scripture. A pupil in reception class stated a preference for a story from the New Testament rather than the Old, whilst older pupils choose liturgical music appropriately and with care.
- The experience of living and working in a faithful, praying community has a profound and visible effect on the spiritual and moral development of all pupils, irrespective of ability or faith background. This is reflected when a child commented, 'When someone new joins our school, we want them to stay, so we welcome them and make them happy.'

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

- Collective Worship is central to everyday life at Corpus Christi. Praying is part of the daily experience for all pupils and staff and gives very clear messages to everyone in the school community.
- Skilful links are made between Statements to Live By and Rights Respecting Articles, providing not only a very clear message for pupils, but also giving them a powerful tool with which to go forward and plan their own Collective Worship.



- There is a rich variety of different forms of worship evident throughout the school. In all areas of the school there are references to prayer and there are opportunities for pupils to select prayers from the 'Take what you need in Lent' displays.
- Staff act as good role models for pupils. They themselves have an excellent understanding of the Church's liturgical year and skilfully help pupils plan and deliver quality worship.
- Opportunities for worship are carefully planned and work has been undertaken to increase the attendance by parents and families. Staff report that they are beginning to see the positive impact of this, particularly at Open the Book sessions.

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

- Leaders, including the Religious Education coordinator in her role as chaplain, have expert knowledge in how to plan and deliver quality Collective Worship. It is clear that the messages and topics delivered during worship are referenced and built upon in class.
- Leaders are very visible during worship, taking part joyfully and setting an excellent example to staff and pupils. They have an extensive understanding of the Church's liturgical year, seasons and feasts and are able to make these accessible to pupils.
- Staff are passionate about promoting and developing pupils' planning and leading Collective Worship in a variety of contexts. Pupil chaplains are a perfect example of this, along with the high profile they have in school.
- The highest priority is placed upon Collective Worship. The professional development of staff in this area is evident and resources for worship are of high quality.
- Staff and parents appreciate the very effective support of the parish priest in Collective Worship. He is very well respected in the school community and provides additional opportunities for worship. A governor remarked that, 'The church building is an extended part of the school and children are very familiar with it.'
- Leaders regularly review Collective Worship throughout school. They seek the views of pupils and parents through the use of questionnaires and written feed-back. Responses from staff, pupils and parents are very affirming.

## 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

**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

**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

## 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 Robert Byrne CO the Bishop of Hexham and Newcastle under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
<b>Chair of governors</b>	Mrs Paula Rees
<b>Headteacher</b>	Mrs Christine Ingle
<b>Date of previous school inspection</b>	November 2014
<b>Telephone number</b>	0191 4772175
<b>Email address</b>	corpuschristicatholicschool@gateshead.gov.uk