



DENOMINATIONAL INSPECTION REPORT (Section 48)

on

THE CATHOLIC LIFE OF THE SCHOOL AND RELIGIOUS EDUCATION

School: Corpus Christi Primary School

Address: Dunsmuir Grove
Gateshead
Tyne and Wear NE8 4QL

Telephone Number: 0191 477 2175

Email address: christineingle@gateshead.gov.uk

School URN: 108382

School DfES: 390/3313

Headteacher: Mrs Christine Ingle

Chair of Governors: Fr Michael Purtill

Inspector: Sr Sheila McNamara rscj

Date of Inspection: May 6th & 7th 2008

This Inspection Report is produced for 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 reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation. The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

Characteristics of the school and views of the stakeholders.

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. Mobility of pupils in and out of the school during the school year is on the increase. There is a steady increase of pupils with English as an additional language and the school population is becoming increasingly multi-cultural. Although the majority of pupils are baptised Catholic, there is a significant proportion of pupils of other Christian denominations. A very small minority of pupils are of other faiths. The school is held in very high regard by parents and parishioners.

FACTUAL INFORMATION

Pupil Catchment:

Number of pupils on roll: 205

Percentage of pupils baptised RC: 60%

Percentage of pupils from other Christian denominations: 37%

Percentage of pupils from other World Faiths: 3%

Percentage of pupils with no religious affiliation: 0%

Percentage of pupils from ethnic groups: 13%

Percentage of pupils with special needs: 24%

Staffing:

Number of full time teachers: 9

Number of part time teachers: 1

Percentage of Catholic teachers: 90%

Percentage of teachers with CCRS: 42%

Percentage of learning time given to RE:

| | | | |
|------|-------|------|-------|
| FS | 10% | Yr 4 | 11.5% |
| Yr 1 | 10% | Yr 5 | 11.5% |
| Yr 2 | 10% | Yr 6 | 11.5% |
| Yr 3 | 11.5% | | |

Parishes served by the school:

Corpus Christi

Holy Rosary

Key for inspection grades:Grade 1 **Outstanding** Grade 2 **Good** Grade 3 **Satisfactory** Grade 4 **Unsatisfactory****Overall Effectiveness****Grade: 1**

Overall, Corpus Christi is an outstanding Catholic school. It is led by a strong, dynamic Headteacher, well supported by the Deputy and whole staff team who work together extremely well. The values and expectations of Catholic education and its mission in the Church are very clearly articulated and lived out in the school community. The inclusive provision for collective worship and pupils' response is a key strength of the school. The development of the chaplaincy role is having significant effect. Community cohesion is very effectively and successfully promoted. The rate of progress made by pupils in Religious Education is rapid, although standards are, at present, satisfactory, as they have not yet reached those in Literacy. A key factor in the school's rate of improvement is the high quality of professional development of staff. This is having significant impact on teaching, learning and worship. Some teaching is outstanding. The curriculum offered meets pupils' needs well and pupils enjoy learning. The leadership and management of Religious Education are outstanding.

Improvements since last inspection

All issues from the last inspection have been rigorously and systematically addressed and are having a significant impact on the development of the school and on learning.

School's capacity to improve further**Grade: 1**

A strength of the school is that it has a very clear, accurate picture of its strengths and areas for development. This has resulted in a detailed improvement plan shared by leaders, staff and Governors. This vision and drive for continuous improvement makes the school's capacity to improve outstanding.

In order to raise standards further the governors should seek to:

- ensure that standards in Religious Education become comparable with those in Literacy

The Catholic Life of the School

Leadership and Management

Grade: 1

Leadership and management of the Catholic life of the school are outstanding. The high expectations, strength, vision and dynamism of the Headteacher have a powerful influence in building and leading a committed, dedicated team of staff and ensuring that the wellbeing of each one is at the heart of the school's vision. Every opportunity is taken by leaders to articulate the values and expectations outlined in the Mission Statement resulting in a strong ethos and sense of mission shared by all. Spiritual and moral development are given very high priority and permeate all aspects of school life. Formal and informal monitoring of the Catholic life of the school takes place regularly enabling strengths and areas for development to be accurately identified and plans for improvement to be put into place. The Governing body is well informed, supportive, positively challenging and fulfils its role very well by giving high priority to developing the Catholicity of the school. The work of chaplaincy is a significant part of leaders' vision for the school. The chaplaincy role in the school is evolving and developing well and the recent allocation of chaplaincy time to a member of staff is having a very significant impact on the Catholic life of the school, in particular the prayer and liturgical life and parish links. Strong, historic links exist between school and parish and the school continues to play a significant role at the heart of parish life, well supported by the priest and parishioners who avail of opportunities offered to take part in a range of activities.

Collective Worship

Grade: 1

The quality of Collective Worship is outstanding overall. Prayer and worship are integral to the life of the school. Developing the prayer life of the school is given the highest priority. The range and variety of prayer styles provided are very successful in engaging all pupils regardless of their faith background. These are effectively modelled by staff and some pupils. This high quality provision, including liturgy groups made up of mixed age pupils, supports the development of the prayer life very well and has a very significant impact on developing pupils' skills in planning and leading worship. Pupils readily respond with reverence and respect, participate with understanding, confidence and enthusiasm and are very reflective. Provision is reviewed regularly in order to identify the next steps of development. The establishing of voluntary Liturgy groups, a lunchtime prayer group and the staff praying together are enhancing the prayer life of the school significantly. Liturgical formation is well planned and good opportunities are provided. The school plays a significant part in the prayer and liturgical life of the parish. This very good provision and quality has an outstanding impact on the spiritual and moral development of the school community.

School's contribution to the promotion of Community Cohesion

Grade: 1

The school's contribution to community cohesion is outstanding. There is a strong sense of community spirit within the school as a result of sharing common values and expectations. Pupils speak of a sense of belonging and being a 'big family'. Within the school, pupils have good opportunities to work and play together in a variety of groupings and this contributes to attitudes of tolerance and respect in the whole school community. Leaders and managers ensure that pupils have opportunities to meet and work with pupils from different schools and backgrounds for a range of activities which is enabling them to appreciate difference and value the gifts of others. Every effort is made in the school to ensure that pupils are aware of treating each one equally. Racism and bullying workshops have made significant contributions to heightening pupils' awareness of how vigorously discrimination is tackled within the school. Outstanding efforts are made to involve pupils in the local community. Strong links exist with the parish community. Activities with the elderly local population has enabled some of the older pupils to speak with understanding of those in the community less fortunate than themselves. School visits and visitors to the school, including those of other faiths, significantly widen the horizons of pupils. A very strong sense of the common good and global responsibilities are promoted in the school through a range of fundraising activities. Pupils are able to explain where the money goes and how various projects have improved life for various communities around the world. Collective Worship is very inclusive and makes an outstanding contribution to community cohesion as does the Religious Education curriculum where pupils learn values of tolerance, justice and co-operation.

Curriculum Religious Education

Achievements and Standards in Religious Education

Grade: 2

Pupils are achieving well given their starting points. Although standards attained are at present satisfactory, as they are not comparable to Literacy standards, pupil progress is very good generally. Most pupils, including those with learning difficulties, are increasingly meeting the challenges set for them.

In Foundation Stage, pupils achieve very well starting from a low baseline and are able to recognise some religious stories, name some religious symbols and use some religious words. Progress is good throughout KS1 and by the end of the Key Stage pupils can retell a range of Scripture stories, describe some religious and liturgical events, talk about their feelings and those of others, and know some religious signs and symbols. They achieve well in both attainment targets – 'Learning from Religion' and 'Learning about Religion.'

Progress on prior attainment continues well in KS2 but, as yet, progress has not been rapid enough for standards to be comparable to Literacy. The schools self evaluation identifies this and has plans for action in place. By the end of KS2 pupils are able to make comparisons and links between Scripture texts, can explain some of the symbols used in some Sacraments, can show how beliefs, feelings and experiences affect behaviour and can give some explanation of parts of the Mass. Reflective skills are well developed and throughout the school the level of religious literacy is good.

Quality of Provision for Religious Education, Teaching and Learning

Grade: 2

The quality of provision for teaching and learning is good with outstanding features. Most teaching is imaginative, creative and stimulating. A range of teaching and learning strategies are used. Lessons are well planned, staff work well together and assessment, monitoring and moderation procedures are rigorous. These well established procedures enable teachers to plan effectively the next steps in learning. Raising standards is given high priority. Improvement and progress drive teaching forward. Planning learning activities at appropriate levels for pupils is currently the challenge for teachers. Increasingly effective marking procedures enable pupils to know how to improve. The cross – curricular approach to Religious Education in the Foundation Stage and the integral part played by Godly Play provides pupils with very strong foundations for good progress. Pupils with additional learning needs are well supported and support staff are deployed well. Parents and carers are kept well informed of their children’s learning, progress and achievements.

Effectiveness of Meeting Learners’ needs and interests

Grade: 2

The Religious Education curriculum is well matched to pupils’ needs and some imaginative and sensitive adaptations are made. The impact of assessment procedures and ongoing professional development has led to more appropriate activities being planned for pupils. A range of resources are used effectively to support the programme used. The curriculum provided is consistent with Bishops’ Conference requirements. Pupils are engaged and stimulated by the curriculum provided. They generally enjoy their religious education and report that teachers make lessons interesting and that they ‘learn something new every day’. Pupils work well together and have positive attitudes. Generally, Religious Education is timetabled well to maximise learning. Pupils show understanding of and respect for those with other beliefs and those with none. The Religious Education curriculum has a significant impact on pupils’ spiritual and moral development.

Leadership and Management of Religious Education

Grade: 1

The leadership and management of Religious Education is outstanding. Supported well by the Headteacher, the Co-ordinator leads with commitment, dedication, passion and vision. Through regular, systematic self evaluation, there is a very clear, accurate picture of achievements, developments and the way forward. The Co-ordinator has a very secure grasp of subject knowledge, avails of a range of training, is extremely supportive and conscientious. This high level of ability along with well established monitoring, evaluation and moderation systems is contributing significantly to the high rate of progress being made in the school. A key strength of the school is the impact of well delivered, relevant in-house training of staff. This has resulted in teachers becoming increasingly confident and competent in both subject knowledge and levels of attainment. This continuing professional development by the Co-ordinator and Headteacher is increasingly impacting on standards of teaching and learning. An increase in good quality teaching and learning resources are being used very well and creatively to raise standards and enhance learning. Positive action is taken to tackle any discrimination and good efforts are being made to ensure equality of opportunity for all. Governors discharge their responsibilities well and a recently appointed link Governor has a clear view of her role.

SUMMARY INSPECTION JUDGEMENTS

| | | |
|--------------------------------------------------------------------------------------------------------------------|---------------------------|--------------|
| Key to judgements: Grade 1 - Outstanding Grade 2 - Good Grade 3 – Satisfactory Grade 4 - Unsatisfactory | School Overall | 16-19 |
|--------------------------------------------------------------------------------------------------------------------|---------------------------|--------------|

The Catholic Life of the School

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------|--|
| The effectiveness of leadership and management in developing the Catholic life of the school | 1 | |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality care and education; | 1 | |
| The quality of the leadership of the headteacher and senior staff in leading and developing the Catholic life of the school; | 1 | |
| How effectively leadership at all levels in the school promotes learners' spiritual and moral development; | 1 | |
| How effectively the Catholic life of the school is monitored and evaluated; | 1 | |
| How well the governing body fulfils its role in relation to the school's Catholic foundation; | 1 | |
| How effectively leaders promote and facilitate the work of chaplaincy; | 2 | |
| How effectively leadership at all levels and the school promotes partnership with parish community and wider community. | 2 | |
| The quality of Collective Worship | 1 | |
| The frequency and quality of the provision for prayer, Collective Worship and the liturgical life of the school; | 2 | |
| Learners' response to the school's provision; | 1 | |
| How well Collective Worship contributes to the spiritual and moral development of the learners. | 1 | |
| How effectively the school/college promotes Community Cohesion | 1 | |
| The school as a community with common, inclusive values, where differences and similarities are recognised and valued; | 1 | |
| The quality of provision for engagement, dialogue and collaboration with groups and individuals within/beyond the school; | 1 | |
| The school's commitment to serving the common good; | 1 | |
| The contribution of curriculum Religious Education to promoting Community Cohesion; | 1 | |
| The contribution of the school's Collective Worship in promoting Community Cohesion. | 1 | |

Curriculum Religious Education

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------|----------|--|
| How well do learners achieve? | 2 | |
| The standard of learners' work; | 3 | |
| Learners' success in achieving challenging targets, with trends over time and any significant variations between groups of learners; | 2 | |
| Learners' progress relative to their prior attainment and potential, with any significant variations between groups of learners. | 2 | |

| | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--|
| The effectiveness of teaching and learning | 2 | |
| How well teaching is used to meet learners' needs and curriculum requirements; | 2 | |
| The suitability and rigour and assessment in planning, monitoring and informing; | 1 | |
| The identification of, and provision for, additional learning needs; | 2 | |
| The involvement of parents/carers in their children's learning and development. | 2 | |
| The effectiveness of the Religious Education curriculum in meeting the needs and interests of learners | 2 | |
| How well the curriculum matches learners' aspirations and potential, building on prior attainment and experience; | 2 | |
| How the Religious Education curriculum meets the requirements of the Bishops' conference; | 2 | |
| How learners enjoy their work; | 2 | |
| How the curriculum in Religious Education contributes to the spiritual and moral development of the learners. | 1 | |
| The effectiveness of leadership and management in raising achievement and supporting all learners in Religious Education | 1 | |
| How well senior and subject leaders in Religious Education lead and support their staff; | 1 | |
| How performance in Religious Education is monitored and improved through quality assurance and self-assessment; | 1 | |
| The adequacy and suitability of staff to ensure that learners are well taught; | 1 | |
| The adequacy and suitability of the learning resources and accommodation, and how effectively and efficiently these are deployed to achieve high standards; | 1 | |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve their full potential; | 1 | |
| How well governors discharge their responsibilities. | 1 | |

Overall Effectiveness

| | | |
|----------------------------------------------------------------------------------------------------------|----------|--|
| The overall effectiveness of the provision of Catholic education in meeting the needs of learners | 1 | |
| The overall effectiveness of the provision for the Catholic life of the school; | 1 | |
| The overall effectiveness of the provision for curriculum Religious Education; | 2 | |
| The effectiveness of any steps taken to ensure improvement since the last inspection; | 1 | |
| The capacity to make further improvements; | 1 | |
| The effectiveness of the school's self-evaluation. | 2 | |

**Corpus Christi RC Primary School
Gateshead**

6th & 7th May 2008

Denominational Inspection Report (Section 48)

This Inspection Report is produced for 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 reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self evaluation.

Copies of the full report are available from the school.

Summary of Findings

| |
|--------------------------------------------------------------------------------------|
| The Overall Effectiveness of the provision of Catholic Education is outstanding. |
| Leadership and management of the Catholic Life of the school are outstanding. |
| The provision for Collective Worship is outstanding. |
| The school's contribution towards Community Cohesion is outstanding. |
| Achievements and standards in Religious Education are good. |
| Teaching and Learning in Religious Education are good. |
| The Religious Education curriculum in meeting learners' needs and interests is good. |
| Leadership and management of Religious Education are outstanding. |

The school's capacity to improve further is outstanding.

In order to raise standards further the governors should seek to:

- ensure that standards in Religious Education become comparable to those of Literacy.