



DIOCESAN INSPECTION REPORT

CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL (PART OF NICHOLAS POSTGATE CATHOLIC ACADEMY TRUST)

Cargo Fleet Lane, Middlesbrough, North Yorkshire, TS3 8NL

School Unique Reference Number: **142344**

Inspection dates:	28 – 29 April 2022		
Lead inspector:	Michelle Ryan		
Team inspector:	Karen Siedle		
Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Catholic Life:		Outstanding	1
Collective Worship:		Outstanding	1
Religious Education:		Outstanding	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Corpus Christi Catholic Primary School (part of Nicholas Postgate Catholic Academy Trust) is an outstanding Catholic school because:

- Corpus Christi is a warm, welcoming, inclusive school where all are valued, well respected and very well cared for. The Catholic Life of the school is outstanding because the school bears witness to its Catholic values daily.
- Pupils make an outstanding contribution to the Catholic Life in school and this underpins all that the school does. The welcome from pupils, staff, and governors is warm and friendly and is a true sign of the excellent relationships which are a key strength of the School. Present leadership is outstanding at all levels. Further development will ensure continually increasing capacity.
- Staff embrace their role in the formation of the whole child and in nurturing each and every child so that they may live life to the full. The extensive and creative pastoral development programmes are well planned and celebrate the uniqueness of the individual. The school recognises the necessity of continual improvements to its excellent Chaplaincy provision in order to include all sections of its community.
- The behaviour of the pupils is very good. Pupils are fully aware of the need to work together as a community, and to be sympathetic and supportive of the needs of others. Care and respect are at the heart of this community. The school is a haven where pupils flourish.
- Collective Worship at Corpus Christi is outstanding and forms the heart of the daily practice in school. The school’s high- quality provision ensures that the spiritual needs of the pupils are met extremely well.
- Religious Education is outstanding because it is given such high importance within the school and enables pupils to make outstanding progress. Peer and self-assessment strategies need further development.



FULL REPORT

INFORMATION ABOUT THE SCHOOL

- Corpus Christi School is an average sized Catholic school in Middlesbrough. It is an inner urban school in an area of high social and economic disadvantage.
 - The school's catchment area is situated in the 1% of the most deprived wards in England.
 - 53% of are eligible for Pupil Premium which is well above the national average.
 - The school has currently 280 on role and 41% are baptised Catholic. The school has both a nursery and facilities for two-year-old provision onsite.
 - The school is within the parish of Corpus Christi and St Gabriel's. Both schools work closely with the Parish Priest.
 - In September 2018 school joined the newly formed Nicholas Postgate Catholic Academy Trust (NPCAT) which currently presides at 27 schools.
 - There are currently 19% of the pupils on the special education and disabilities register (SEND) and only small number of children with English as an additional language.
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- What does the school need to do to improve further?
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- Further improve the quality of teaching and assessment in religious Education by:
 - Using self-assessment and peer assessment techniques across the school to encourage pupils' independence in their learning.
 - Further improve Catholic Life by:
 - Strengthen the Chaplaincy provision in school which represents involvement from all stakeholders.
 - Further develop the capacity of the governing body to strengthen the leadership of Catholic Life, Religious Education and Collective Worship.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- 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.

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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 and benefit greatly from it. They actively live out the school mission of “Love one another as I have loved you.”
- Faith is truly at the heart of this welcoming Catholic school. Pupils and staff, parents and governors are all rightly very proud of their vibrant and inclusive school. Pupils speak of a deep sense of belonging. One parent commented that school gave him his life back when he felt himself lost but the support from the school gave him the will to move forward.
- Staff strive to lead by example and have very high expectations of the pupils’ behaviour. As a result, the pupils’ behaviour is very good; they are polite, happy and very keen to share their love of learning and school. The pupils show respect for adults and each other. Pupils trust the staff.
- Pupils enthusiastically live out their faith, in school, the parish and in the wider community, taking a leading role when planning many of the fundraising activities and events which have a profound effect on the children who strive to help communities less fortunate than themselves. This takes many forms, for example the CAUSE hamper campaign and the Gardening Club which grows and prepares food for older and isolated members of the community.
- Pupils are confident to share their experiences with others, including pupils of other world religions, who are encouraged to share their experiences of faith with their peers.
- Pupils benefit greatly from a well- researched and planned holistic curriculum which enables the children to be the best that they can be. This includes overarching school programmes such as ‘The Rights of the Child’ and ‘Global Caretakers’.

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

- The highest level of support is offered to the pupils through effective policies and procedures. This high level of care cascades to all who are connected to the school. The pastoral care is very evident on many levels and for many in the community. These were further developed during the recent lockdown where school leaders were able to gain further insight into the needs of the families and responded in a variety of appropriate ways (food, curriculum, IT, prayer etc.)
- Corpus Christi is deeply committed to promoting Catholic traditions, ethos and social teaching. This is threaded throughout the whole of the school and is evident in when speaking to the pupils.
- The learning environment reflects the mission of the school where vibrant and thought-provoking displays celebrate and support the school's identity.
- Parents commented on how well the children are nurtured and cared for and hold the school in high regard.
- Staff are supported through continuing professional development on Catholic Life and a staff retreat where the priority of staff is given high regard. This in turn nourishes staff to be able to provide high quality spiritual and moral development.
- The creation of a dedicated Prayer Room displays the school's commitment to the further development and enrichment of the Catholic Life of Corpus Christi.

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

- Leaders on all levels are passionately committed to the mission of the Church. They have a very strong sense of the mission of the Church and the school's role in it. However, the need to ensure future leadership capacity in all aspects is not yet secure.
- Parent/carer engagement is outstanding and greatly appreciated. The parents have a clear understanding of the school mission and are highly supportive of it. All school staff support the work of the pastoral team, including a Parental Engagement Coordinator and a Child and Family Welfare Lead. This support is given the highest priority by all involved.
- Leaders see the monitoring and evaluation of the Catholic Life of the school as a continual process. They seek to improve and extend the experiences offered to the pupils of Corpus Christi. They know their community very well and their Religious Education Plan shows determination to show continual improvement.
- The Parish Priest is highly involved in school life and is proud of the strong links between the parish and the school. The entire school community is looking forward to once again being able to celebrate in the parish church.
- The Trust and leaders are ambitious for the school. Challenge is based on high standards and targets for all which is evident in both paperwork and discussion.
- The school is proactive in its response to all Diocesan matters and actively promotes the Bishop's vision in all that they do.

COLLECTIVE WORSHIP

THE QUALITY OF COLLECTIVE WORSHIP

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- 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.

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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' response to and participation in prayer and worship is wholehearted. Worship has a clear message and sense of purpose contributing well to pupils' spiritual and moral development. Pupils are confident in planning and leading liturgies, with adults acting as excellent role models in supporting their endeavours.
- Daily prayer is a very natural part of the school day. During the inspection some pupils confidently shared their independent plans of a class liturgy to be shared later in the day.
- A whole Key Stage 2 liturgy creatively linked and supported Religious Education taking place in classrooms. Pupils were able to skilfully recall both new and previous knowledge to answer questions.
- Evidence was both presented and observed of pupils taking part in voluntary acts of worship.
- Pupils age-appropriately displayed a very good understanding of the Church's liturgical year.
- The experience of living and working in a faithful and praying community greatly supported the pupils' moral and spiritual development which was witnessed in both pupils' discussion and book scrutiny. Pupils spoke thoughtfully about their own faith journey.

The quality of provision for Collective Worship is outstanding.

- Collective Worship is central to school life. From their earliest days, pupils are taught how to create an atmosphere of prayer and praying together is a key part of the daily experience for both staff and pupils.
- School leaders have an excellent understanding of the church's liturgical year and they are fully committed to ensuring the pupils' experience is of the highest quality.
- There is a strong partnership between home, school and parish which continues to exist, post-covid, because the school has creatively adapted Collective Worship to be shared through technology, ensuring this strong bond of Worship can continue as a community. Parents spoke positively about the opportunities offered to them to support Worship at home. They spoke about how they help their children use Collective Worship in a relevant way.

- Continuous support from the leaders of Religious Education and the senior leaders in school has resulted in staff being highly effective in enabling pupils to lead Collective Worship.
- Staff in school are effectively supported by the Parish Priest.
- School has a clear policy for Collective Worship which ensures a clear sense of purpose and it is given the highest priority.

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

- The headteacher, her staff and school governors are outstanding in promoting the provision for Collective Worship. They are passionate and committed to delivering meaningful and purposeful worship to bring pupils closer to God. The vibrant displays in classrooms, communal and prayer-focus areas remind the children daily of the importance of worship in their lives.
- Leaders are highly skilled in both the planning and delivery of high-quality experiences of Collective Worship. They have a very clear understanding of the Church's liturgical year and use this effectively in leading the school. They provide pupils, staff, parents, parish, and governors, with high quality Collective Worship experiences.
- Leaders have a very visible presence in school Collective Worship. Continuous professional development is given a high priority and is central as part of the Trust wide monitoring. This has had a very positive effect.
- Parents appreciate the welcoming community the school offers. They are kept informed on a regular basis through both newsletters and social media. Parents welcome this information. They described the school as a constant in their lives and generations of families have attended Corpus Christi.
- The Sacramental programme this year will be school-based and will follow Diocesan guidelines.

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.

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

- From low starting points, almost all pupils from their varied starting points, make good progress in each key stage, with many achieving outstanding progress.
- Pupils confirm they really enjoy Religious Education; they have very positive attitudes, and all pupils speak enthusiastically about their learning, explaining how it helps them to understand how to live their lives. They apply themselves diligently.
- Behaviour for learning throughout the school is excellent enabling high quality learning to consistently take place.
- Pupils develop and apply a range of skills well, and as they reach upper Key Stage 2, pupils can interpret sources, reflect and evaluate, engage with religious ideas and integrate them into their lives. In a year 6 lesson the pupils reflected upon how they were being a witness. Their independent written work showed how they were able to make links to scripture, showing understanding of deep religious thinking.
- Evidence from book scrutiny and lesson observations generally show an excellent variety and range of learning activities where progress is evident.
- Pupils with special educational needs make at least expected progress and arrangements are in place to ensure that whenever necessary, pupils are supported in their learning by capable teaching assistants.
- This is particularly evident in upper Key Stage 2 where pupils were able to use information to discuss in depth the effect one person's views had on the lives of others and how this could be linked to the Gospels.
- The school and Trust had systems, procedures and policies throughout the covid period and this has enabled the school to make rapid progress across all groups.

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

- A range of strategies are used effectively to promote excellent attitudes to learning and pupils are frequently affirmed and rewarded for their efforts.
- Teachers in all key stages have high expectations and plan challenging and focused learning activities. They ensure that a range of teaching and learning styles are used and this together with quality resources results in some outstanding learning.
- Religious Education has a prominent profile throughout the school and figures highly in school improvement planning. Religious education is a key priority in the current year's plan.
- Across EYFS, activities were purposeful. Effective teaching and learning which was supported and moved learning on, give pupils an excellent depth of knowledge of the Pentecost topic. When asked what she was working on and why, a young pupil told one of the inspectors, she was acting the Pentecost day and "I am one of the disciples"
- Targeted questioning is used very well to assess understanding, monitor progress, and reinforce the learning objective. As a result, pupils are excited and engaged and demonstrate very positive attitudes to their learning. A year 1 lesson skilfully retrieved previous knowledge about Easter and used this to further develop the pupils' subject knowledge of the next season in the liturgical year. Pupils were challenged through good questioning and answering. The teacher and other staff members skilfully utilised different activities through the lesson which served to maintain pupil engagement. Excellent written work was seen.
- Teachers have very good subject knowledge and continually strive to develop this through training offered by the Diocese, support of the Religious Education leaders, the deputy headteacher, headteacher and the Trust. Staff recognise the support they received from the leaders in school and can clearly articulate how this impacts the quality of their teaching. This in turn contributes to highly effective teaching.
- School leaders have focused on raising expectations and encouraging more innovative and creative approaches to teaching Religious Education. This has resulted in pupils thoroughly looking forward to and enjoying their work. Teaching, learning, and assessment is consistently good with many outstanding features evident in lessons. This resulted in all pupils making at least good and often outstanding progress.

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

- Progress in Religious Education is tracked and monitored robustly by the headteacher using a Trust data system. The headteacher, along with the deputy headteacher, gathers information at pupil progress meetings and is able to identify the progress of individuals and groups. She is then able to put in place any additional support to close any gaps in knowledge and skills.
- Governors are kept well informed of Catholic Life, Religious Education and Collective Worship. Evidence illustrated how Governors challenge senior leaders.
- The Trust have strong quality assurance systems in place, this includes challenge from the strategic leader for Catholic Standards and teaching of Religious Education.
- Opportunities for moderation both within school and across the Trust are well established and these ensure that teacher assessments are accurate

SUMMARY OF INSPECTION JUDGEMENTS

HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:

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CATHOLIC LIFE:

1

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

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The quality of provision for the Catholic Life of the school.

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

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COLLECTIVE WORSHIP:

1

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

1

The quality of provision for Collective Worship.

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

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RELIGIOUS EDUCATION:

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

2

The quality of teaching and assessment in Religious Education.

1

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

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School details

School name	Corpus Christi Catholic Primary School (part of Nicholas Postgate Catholic Academy Trust)
Unique reference number	142344
Local authority	Middlesbrough
This Inspection Report is produced for the Rt Reverend Terence Patrick Draine the Bishop of Middlesbrough 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.	
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