



SECTION 48 INSPECTION REPORT

Canonical Inspection under Canon 806 on behalf of the
Archbishop of Southwark and Inspection of
Denominational Education under Section 48
of the Education Act 2005

URN 102594

Corpus Christi Catholic Primary School
Chestnut Grove
New Malden
Surrey KT3 3JU

Inspection date: 4 March 2014

Chair of Governors:	Mrs Pat Geiringer
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SECTION 48

Introduction

Description of the school

The school is voluntary aided. It is situated in the Kingston-upon-Thames Deanery of the Archdiocese of Southwark. It is maintained by Kingston-upon-Thames Local Authority. The principle parishes which the school serves are St Joseph's, New Malden and St Pius X, Norbiton with a very small number of pupils from other neighbouring parishes. The proportion of pupils who are baptised Catholics is 78% which is increasing. The average weekly proportion of curriculum time given to Religious Education is 10% in all Key Stages.

The school takes pupils from 3 to 11 years. The number of pupils currently on roll is 478 including nursery classes. The attainment of pupils on entering the school is broadly average. The proportion of pupils eligible for free schools meals at 6% is below average. The number of pupils receiving extra support in class at 8% is significantly lower than average. Pupils come from a diverse range of backgrounds both economically and ethnically. The proportion of pupils from homes where English is an additional language is above average and increasing, with 35 home languages currently being spoken.

Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

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Overall effectiveness of the school in providing Catholic Education

GRADE
2

Corpus Christi is a very welcoming school from the point of first contact. Its religious character is evident as you enter the school, through religious artefacts and display. The school was rated as a good school at the time of its last inspection and has successfully maintained and built on this, retaining and working to extend its outstanding features. It is to its great credit that in its recent Ofsted inspection the religious ethos of the school was specifically commented on when the inspectors reported, "The school's religious ethos underpins all that it does and makes a strong contribution to the school's values."

Corpus Christi school provides a very good Catholic education for its pupils. The Catholic vision of the school is clearly communicated to the whole school community, which share in its development and implementation. There is a strong supportive staff which is keen to move the school forward and live out its mission based on the school's name.

Governors have a clear understanding of their role and are supportive in the context of understanding the need to act as a critical friend and hold the school to account. This has been evidenced through their recent involvement in reviewing the school's policy for Education in Human Love.

A significant percentage of teaching is outstanding. Teaching rated as good contained outstanding elements. Lessons are well supported through high quality liturgy and opportunities for reflection. With the development of a more formal programme of lesson observations and book scrutinies, the school is in a strong position to raise all teaching to outstanding through the dissemination of identified good practice. The school uses 'The Way, The Truth and The Life' scheme as its core Religious Education programme. Pupils are motivated to learn in Religious Education lessons and their responses show an understanding and depth of thought with work being generally well presented.

Worship is a key element of school life. Pupils meet once a week as a whole school and twice a week as Key Stage groups. On other days of the week, class worship takes place. A structured programme of school and class Masses and class liturgies is planned annually with priests from the local parishes. Each class is named after a Saint. Services or class Masses are celebrated close to the date of the respective Saint's feast day. The school has a House system that runs through the school with the figureheads being inspirational Catholics, who were selected to enable pupils to be motivated to live up to the school motto, 'Be Our Best'.

The school has effectively addressed the two action points from the last inspection. The first, concerned assessment which, has been progressed well. Pupils self-assess at the end of each Religious Education topic. Teachers assess pupils' attainment each half term and termly assessments are recorded on whole school tracking sheets in line with other core subjects. Teachers have received in service training on the revised attainment targets. They are becoming more confident in making judgements about levels of attainment, having recently set up a moderation cluster group to level pieces of work with colleagues from local Catholic schools.

The second action concerned the provision of Education in Personal Relationships. The school's 'Sex and Relationship Education Policy' uses 'A Journey in Love' as its core scheme from Nursery to Year 6. Parents would benefit from a heightened awareness of this programme. This is supplemented in Years 5 and 6 by visits from the school nurse, representatives from 'Life' and resources from the 'All that I Am' programme.

What steps need to be taken to improve further?

Governors, Headteacher and staff should:

- Develop a formalised programme of lesson observations and book scrutinies to further inform the senior management team and Religious Education coordinator of strengths and areas for development in teaching and learning to secure consistently outstanding practice.
- Continue to support staff in their planning for Religious Education lessons to ensure consistency in the provision of a range of differentiated activities matched to the abilities of all pupils.
- Develop consistency across the school in the good marking identified in some classes, so that all pupils are aware of how they can reflect and improve, through the provision of opportunities to respond to marking.

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

The extent to which pupils contribute to and benefit from the Catholic Life of the school is very good. The mission statement is central to the life of the school and is fully embraced by all pupils in their daily school life. Opportunities to participate in the evaluation of the Catholic life of the school are provided through an effective School Council and during Religious Education lessons. Pupils have a deep sense of belonging to their 'school family' and they all strive to do their best to promote the strong ethos within the school and in the wider community. They are well aware of the needs of others, both locally and globally, seeking to support them through a range of events and charity fundraising. Pupils have actively collected for homeless people in Kingston distributing the gifts via Kingston Churches Action against Homelessness (KCAH) whose representative has visited to talk to the children about their work. Recently the children have raised funds for NSPCC, Mary's Meals, Shooting Star Hospice, Royal British Legion, the Philippine Disaster relief fund and St Pius X parish hall. The school's nominated Lenten charity for 2014 is Mission Together. The school reaches out to the wider community by offering the school premises free of charge to community groups who are fund raising for national and international projects. In addition local community groups use the school for social gatherings and for residents meetings. Meetings for Churches Together in Malden have been hosted at the school and attended by members of staff.

In supporting community cohesion for families there are excellent links with the Catholic secondary schools. A sports partnership and music link with Richard Challoner School are a particular strength. Family learning opportunities are open to both Corpus Christi parents and those whose children attend local schools, including return to work courses which build parents self-esteem and increase opportunities for employment. This was well encapsulated in a parent's written statement, "*The level of care and attention to individual and family needs is at times overwhelming. Such a lovely school where staff give freely of their time, over and above the norm, just to ensure that the children feel love and support in their school and wider community. Such great role models*".

The school has an annual International Day event that sees parents of all nationalities coming together to work in a cohesive way, to showcase their beliefs, traditions and festivals. The different nationalities in the school community are empowered to share their cultures through dance, demonstrations and food at the Summer and Christmas fairs and at performances at The Rose Theatre, Kingston. Coffee mornings are held regularly to support parents who speak additional languages and these are valued and well attended. A home language school, set up and run by parents, provides opportunities for children to learn their home language and culture and demonstrate their learning at an end of term assembly. A link with the Korean Embassy has resulted in children learning Korean and about Korean culture in a lunchtime club. As a parent wrote, "*We enjoy the community feel of sharing our faith and respect the school's teaching about other faiths. The school promotes and nurtures a caring sharing environment.*"

The parish priest holds the 'Faith in the Family' programme during Lent. The Assistant Headteacher sits on the Parish Pastoral Council (PPC) for St Joseph's Church and another senior teacher represents the school on the St Pius X PPC and the Churches Together in Malden committee. Representatives from the school attended the Ecumenical Service at the local Church of England church during the recent Week of Prayer for Christian Unity.

Pupils take full advantage of the opportunities provided for personal support and development and are given a wide range of opportunities to take on responsibilities, such as, School Council, Head Boy and Head Girl roles, librarians, playground play leaders, sports leaders and behaviour models. They do this with enthusiasm and skill, with older pupils willingly supporting younger pupils. Pupils are happy, confident and secure within their own stage of spiritual and emotional growth. There is an effective programme for Education for Personal Relationships and Sex Education. This incorporates aspects of the SEAL programme, allowing pupils to develop and foster excellent understanding appropriate to their age within a Catholic context.

Pupils are very proud of their religious identity, deeply valuing the Catholic nature of their school and its links to the parish community. Pastoral care for pupils is a strength, as a result of the commitment of all stakeholders and through having clear policies and structures in place.

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

Outstanding leadership and management are shown by senior leaders in promoting pupil achievement and learning. The monitoring and evaluation of Religious Education provision is developing very well and would now benefit from a more formalised structure to build an evidence base to support school judgements and to ensure pupils are aware of their next steps in learning.

Staff give tirelessly of their time and energy to play a full and active role in the ongoing development of this school. This is in turn reflected in the school's Mission Statement which is prominent round the school and in documentation.

Displays in the school are of a very high standard. A display in the main hall incorporating the school logo provided an opportunity for pupils to identify what makes them special. Classroom focal points are prominent and are likewise of a very high standard and could be utilised to provide more opportunities to celebrate pupils' own work. Display serves to mark the school's distinctively Catholic ethos. The school prayer, which directly links with the Mission of the school, is fully understood and prayed by all pupils in the school, at all meetings with parents, at the School Association and the governing body.

Pupils enjoy learning and take pride in their work. They attain well across the Religious Education curriculum, gaining knowledge, skills and understanding, at a good rate. A majority of pupils meet age appropriate targets and some achieve above this. Pupils' attainment on entry is broadly average. Pupils with special educational needs make good progress. There is no significant variation between groups of pupils.

There are very good links with the local parishes, Deanery, with the Diocese as a whole and with the wider community in the surrounding area. There is ongoing work to secure links with other faiths.

How well pupils respond to and participate in Collective Worship

The provision for personal and collective worship is a strength. It is enhanced by music which is a developing strength of the school and forms a central part of the Corpus Christi school ethos. This is reflected in the many opportunities the pupils have to pray. All pupils have opportunity to pray at least three times a day, in the morning, at lunchtimes and at the end of the school day. Pupils are encouraged to recognise the importance of their faith through liturgy and collective worship, showing respect and reverence. The school

more than fulfils its statutory obligations with regard to worship. There is evidence of a wide range of liturgies and prayer forms, from the traditional prayers of the church, prayers written by the pupils themselves and opportunities for reflective prayer. All children take part in collective worship each day, as a whole school, phase or as a class. Opportunities are provided for reflection, which lead to excellent responses from the children. Masses, class assemblies and other school celebrations are well attended and supported by parents, family members and governors. Liturgies are made more prayerful and memorable through the use of music, singing, dance, drama and the children's reading of God's word. The pupils value their classroom focal points which are used well. Focal areas in each classroom provide children with opportunities to concentrate their attention on prayer. These areas celebrate the class patron saint with icons or statues. The table covering reflects the Liturgical Season.

Each class has an appropriate Bible displayed on their religious table. It is impressive to see how secure and involved pupils are in the school's prayer life, which shows that the school lives out its commitment to pick up individuals along their faith journey, thereby enabling them to grow spiritually and morally. Planning for prayer, worship and liturgy takes place annually with the local priests and then throughout the year with class teachers and children from individual classes and this has a significant impact on this area. Evaluation with local clergy at the end of each school year informs planning for the next cycle.

Year 6 pupils, staff and large numbers of parents travel to Wintershall to attend the 'Life of Christ' presentation at the end of year. Preparation for First Sacraments takes place in the parishes, and is supported by staff who frequently attend these celebrations. An excellent Year 5 reflection gave pupils the opportunity to relate the promises they were making for Lent to living out their faith. Pupils were thoughtful and responsive in an environment in which they were clearly comfortable.

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How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils

Leadership at Corpus Christi is deeply rooted in a personal commitment to Christ and His Church. Promoting the Catholic life of the school is given the highest priority by leaders and governors, who have embedded the concept of their school's mission of service, enabling the community to grow in faith together. Religious Education is rightly placed, and seen to be placed, at the core of the curriculum. Catholic life at Corpus Christi is very well promoted. The provision for the Catholic life of the school and in the way it is planned and implemented will secure ongoing improvement to outcomes for pupils. This reflects a whole school focus on moving the school forward and serving all pupils at their individual levels. Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness. The headteacher sets a clear vision for the school and is ably supported by her leadership team. Governors know their school well and fulfil their responsibilities. They are actively involved in shaping the direction of the school. They are proud of the school's very close and well established links with the parish community. The school could now usefully review its self-evaluation to align it with the new inspection framework with a focus on teaching and learning. This should include the development of a programme of monitoring, to promote pupils standards in Religious Education and evidence the outstanding assessment it constantly strives for and can attain.

The parish priests are a central part of the school family. They are fully supportive of it and visit regularly. Their input is both appreciated and highly valued by staff, parents and pupils alike. There is a Home/School/Parish agreement that forms the basis of the school's relationship with parents. In order to support parents in the faith education of their children the school sends home the weekly 'Wednesday Word', giving a springboard for discussion in the family. Parents commented that this assisted them at home. Parents are welcome in school and attendance at functions and meetings is very good.

Parents support learning within the classrooms and are encouraged to feed back their views to the school through the strong class friends' system. The Parents Association is thriving. It meets regularly with staff and holds social and fund raising events to support the school.

As a parent commented on their questionnaire return, "*My husband and I are very pleased with the progress of our daughter. She is more confident and out-going. She loves going to school and we can say she is closer to God now than at the beginning of the school year. She has learnt the Lord's Prayer and we take time as a family every Wednesday night to study and talk about the 'Wednesday Word' which the school distributes to every pupil*". The school and parents work together as a family, supporting each other for the benefit of the pupils. The school is marked by positive relationships at every level.

The headteacher, as Religious Education coordinator, has a clear vision for this subject. She is ably supported by a Religious Education team which jointly provide excellent leadership for this explicitly core subject area.

With a very high percentage of parental questionnaire returns at 45%, it is noteworthy that virtually 100% were positive, reflecting the high level of parental support and satisfaction.

How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement for improvement to outcomes for pupils

The leadership and management of Religious Education is exceptionally well enabled by the headteacher, shadow Religious Education coordinator and senior leadership team, who are all experienced and committed teachers and together have a very clear vision of Catholic education and what it means. The Governors are dedicated to their role to safeguard and promote the Catholic ethos of the school and the provision of a high quality Catholic education. The majority of the governing body worship within St Joseph's, St Pius X or neighbouring parishes. Governors fulfil their role receiving termly reports on the religious life of the school from the head teacher. They confidently question and call the school to account to ensure that the school's Catholic identity is maintained and developed. Governors attend Diocesan training and termly briefings arranged by the Education Commission, report back and a file is maintained of all notes from training so that all governors can benefit. Governors also ensure that the Catholic ethos is maintained through recruitment of new staff and the Catholicity of the school is discussed with all interviewees. A named governor is responsible for meeting the Religious Education coordinator and discussing the curriculum, opportunities for worship, relationships with parishes and the school improvement priorities. Governors play a crucial part in Autumn term curriculum evenings, sharing the mission of the school with parents and making clear the responsibilities of all to be part of the Catholic community. This consistent and collaborative approach is highly commendable and has served to secure Religious Education as a high priority and core curriculum subject.

Inspection evidence gathered confirms leadership and management of Religious Education at Corpus Christi is a strength of the school. The headteacher, as subject leader, has excellent subject knowledge and is well placed to advise and support a motivated staff and knowledgeable governors. The school's subject folders are very well organised and presented, as was all evidence proffered before and during the inspection, reflecting the high status given by the school to Religious Education. The shadow subject leader regularly attends co-ordinator meetings and shares relevant information with staff. She is always available to help and support staff and is well respected by teachers and pupils alike.

The quality of teaching and how purposeful learning is in Religious Education

Teaching is marked by enjoyment and is delivered with enthusiasm. Good subject knowledge is evident, generating confidence in delivery. Learning objectives are generally clearly identified and revisited throughout lessons. Where lessons are outstanding teachers build well on previous knowledge and give ongoing oral feedback that supports learning. Relationships within the school are excellent, with staff and pupils demonstrating mutual respect in classrooms that are calm and purposeful environments in which pupils can learn effectively. Much teaching reflects teachers' own Catholic faith and their obvious interest is absorbed by the children. Where teachers employ the use of developmental marking pupils have an opportunity to identify their next learning steps. Pupils are encouraged to give reasons for their answers and apply them to their daily lives. Pupils' personal contributions are always acknowledged sensitively and individual support offered if appropriate. Teaching assistants also support learning and for younger and less able pupils record pupils ideas and thinking. Key vocabulary for each topic is displayed in each classroom to support the learning of all pupils. Where pupils have additional literacy support the impact of this is also seen within written Religious Education work.

Parents and carers are encouraged to take an active part in their children's learning. They are invited to assemblies, which link to the Religious Education topic being studied or celebrate a topical event during the year. Pupil progress is communicated at parent consultations and end of year reports. Calendars are sent home during Lent with suggested daily activities for the whole family to share. The Wednesday Word is sent home weekly and pupils are encouraged to spend time with their family sharing the Gospel and completing the activities. A parents' workshop led by 10:10 was attended by more than 40 parents and feedback was exceptionally positive.

In an excellent nursery session, pupils gathered into a circle with a candle focal point. Excellent classroom management established a very calm and reflective period for such young pupils. Outstanding question and answer techniques effectively developed religious vocabulary. Pupils took a cross, from a box reverently passed around the circle, to help them 'pray to Jesus'. They showed respect for each other and listened.

Cross curricular opportunities were well utilised and the session was enhanced by the highly effective deployment of a second adult.

In a Key Stage 1 lesson good use was made of circle time, supported with background music, to create a very reflective atmosphere. Good use was also made, in building up the focal point, of opportunities to develop an understanding of the parable of the Good Samaritan and knowledge of the Bible. The use of role play would be strengthened by greater clarity in the presentation back to the class as a whole. In Key Stage 2, pupils' prior learning was successfully built on and pupils were engaged in exploring the meaning of scripture.

Good opportunities were provided for personal reflection and sharing. An early years' lesson made good use of physical and IT resources, along with gesture to help pupils understand that Jesus performed miracles, creating a true sense of awe and wonder.

The extent to which the Religious Education curriculum promotes pupils' learning

Within the Religious Education curriculum children learn about other faiths. Pupils feel

happy to talk about how they celebrate and practice their beliefs at home and their contributions are valued by their peers and teachers. Communication with parents about issues relating to faith are dealt with sensitively and with great respect.

The school has a good range of quality resources and funding is allocated each year to update and improve these. This supports the teaching and learning of Religious Education throughout the school. Some of these resources are invaluable in helping pupils understand the special features of other religions. The school continues to review and revise its assessment procedures. It has already incorporated within the school's assessment programme, tracking for Religious Education.

The school fully meets the requirements of the Bishops' Conference. At least 10% weekly curriculum time is used for Religious Education and the school ensures Religious Education is recognised as a core subject and is timetabled and resourced to reflect its importance.

Parents are involved in 'The Way, The Truth and The Life' topics through their participation in activities which consolidate, reinforce and extend what is learnt in school. Termly newsletters outline the Religious Education topics and encourage parental support. Parents are invited to join the children in a range of religious celebrations. As a parent commented, *"I am happy with the progress of my child and this is a testament to the wonderful team at Corpus Christi"*.

All pupils have equal access to the Religious Education curriculum, which makes adequate provision for SEN and EAL pupils. Pupils expressed positivity towards their Religious Education lessons. They are extremely enthusiastic about school life.

The school is participating in a Catholic schools' cluster group to quality assure their assessments and develop a portfolio of evidence in order to secure a more robust evidence base for the levelling of pupils' work.

The quality of Collective Worship provided by the school

Collective worship is a shared experience for all, with teachers being involved in assemblies, liturgies and pastoral care, promoting the same shared values and vision. Prayer and worship are central to the daily life of the school, bringing the community together with a single focus. Opportunities for reflective prayer are offered to children in assembly and as part of class daily prayers. Teaching of set prayers begins in Nursery and develops throughout the school as recorded in the school's worship policy.

There are focussed prayer times in class on days when there is no whole school or Key Stage collective worship. Whole school assemblies are held once a week. These have focussed on developing pupils' personal spirituality and providing opportunities for reflection. All pupils in Key Stage 2 pray the Stations of the Cross during Lent. Pupils take an active part in all assemblies modelling the actions of their prayers for their peers and leading the singing. In Advent older children encourage the younger children to write prayers and these are tied onto the prayer tree in the Key Stage 2 quiet area. Pupils contribute their thoughts in class celebrations and pray for each other and for the school community. Often children ask for prayers for their family or friends. An atmosphere of respect and understanding of each other is clearly evident. Pupils in Years 5 and 6 model good behaviour to the younger children and encourage them to use appropriate gestures in prayer.

Masses are held in school at the beginning and end of each school term, for Advent, to celebrate the new school year, for the Feast day of Corpus Christi and to reflect on the end of the school year. The school attends Mass on Holy days of obligation in the local parishes. A Harvest Service provides opportunities for children to give to others in need and to celebrate God's wonderful world. Masses, class assemblies and other school celebrations are well attended and supported by parents and family members. Reconciliation services are held in school during Lent for all pupils in Years 4, 5 and 6.

During the inspection assemblies built well on an external speaker's previous input into the school's participation in the Lenten Mission Together collection. The input was well linked to the pupils own lives and the theme of Lent. Teachers own Lenten targets added a personal touch to which the pupils could relate. Whilst pupils were generally passive they were also engaged, prayerful and reflective. All participated in the Mission Prayer and showed enthusiasm for the school motto 'Can we do it? Yes we can'. Good use was made of thought stones for a period of reflection built on the concept of pupils spending a moment in their 'Heart Room'.

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