

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

SECTION 48 FINAL REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

CORPUS CHRISTI CATHOLIC COLLEGE
Neville Road, Leeds LS9 0TT

School URN	108096
School DfE Number	3834752
E-mail address	Morts01@leedslearning.net
Chair of Governors	Mr Martin Dowling
Headteacher	Mr Stephen Mort
RE Subject Leader	Mrs Helen Hayden Acting Leader / Mrs Dervella Farrell Acting Assistant Leader
Date of Inspection	27 th / 28 th November 2013
Section 48 Inspector/s	Paul Martin / Marie Evans

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 requires improvement in order to be good, 4 is Inadequate

OVERALL EFFECTIVENESS: how effective the school is in providing Catholic Education.

2

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

- *Outcomes for pupils,*
- *The provision for Catholic Education*
- *Leaders and Managers*

OUTCOMES FOR PUPILS

2

THE PROVISION FOR CATHOLIC EDUCATION

2

LEADERS AND MANAGERS

2

Summary of key findings:

This is a good school with some outstanding features.

- There is much to celebrate at Corpus Christi. Pupils, staff, Governors, Parents, external agencies all work together in a joyful, prayerful community. The Catholic life of the school is in strong hands being clearly and demonstrably a priority above all else. Good relationships are in evidence and strong leadership is now beginning to drive improvements across the whole school. The school has the capacity to become an outstanding school.
- It has been a challenging time for both the school and the Religious Education (RE) department following movement of key staff since the last S48 inspection. It is to the credit of all concerned that the school has maintained a strong Catholic ethos during this time.
- The school provides a wide range of activities and opportunities to support personal development and pupils are happy, confident and secure in developing spiritually and emotionally. Pastoral care is very strong here with no one overlooked. This is a strength of the school and a daily witness to this community living the gospel values.
- Pupils talk positively about their experience of prayer. They see this is a distinguishing feature of their school. There are instances where some groups of pupils are passive and further monitoring will help in identifying where additional support is needed.
- The teaching observed was usually good and in some instances, with outstanding features. Pupil achievement is a weakness and is especially noticeable at KS4.
- The school is seeking to appoint a permanent, full time leader of RE from September 2014. An experienced Lay Chaplain was appointed in October 2013.

- Leaders and managers undertake a range of monitoring and evaluation initiatives and they have a good picture of what the school needs to do in order to ensure success in all areas.

What the school needs to do to improve further.

1. Develop systems for monitoring and evaluation of written work in RE ensuring pupils are effectively prepared for assessments that are more formal.
2. Continue developing a range of Strategies to enable all sub-groups across all key stages to make expected progress in RE.
3. Given the new appointments, complete and firmly embed the various roles and responsibilities concerning RE, chaplaincy and Collective Worship. In the short term, and until a permanent leader of RE is appointed, continue to ensure that temporary arrangements are effective using the range of experience available.

Information about this inspection

The Inspection of Corpus Christi Catholic College was carried out under the requirements of the Education Act 2005, and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Diocesan Administrator of Leeds. The inspection reviews and evaluates how effective the school is in providing Catholic education. This process begins with the school's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2012).

The inspector reviewed in detail the following aspects:

- Observation of 10 lessons covering both key stages and all teachers of Religious Education (RE).
- Examination of pupils' written work, teacher assessment and written feedback.
- Meetings with the Headteacher, members of the senior leadership team, RE leaders, lay chaplain/chaplaincy team, governors, pastoral and inclusion teams, pupils and parents.
- Examination of school and department documentation including school improvement plans, policies, monitoring and evaluation records, planning and assessment files.
- Collective Worship in a year 10 assembly and in four form groups, covering key stages as well as a Key Stage 3 (KS3), celebration assembly and an after school "jamming" session.
- Inspectors also attended a staff briefing in addition to pastoral and year leaders meetings.

Information about this school

- Corpus Christi Catholic College is an average sized 11-16 VA, mixed comprehensive school located in East Leeds. Most pupils come from the local area and approximately 60% of the 949 pupils on roll are from the 10% most deprived wards in the country.
- The number of pupils eligible for FSM and percentage of SEND pupils are well above the national average. There are 61 pupils on school action plus and 26 pupils with a statement of special educational needs. The school has a Resource Base for 23 pupils with severe learning difficulties.

- The proportion of pupils from minority ethnic groups and who speak English, as an additional language is much lower than average.
- The school serves pupils mainly from Blessed John Henry Newman parish (St Theresa's and Corpus Christi primary schools) and Blessed Edmund Sykes parish (St Nicholas' and Our Lady of Good Counsel primary schools).
- The majority of post 16 pupils go on to further education, including Notre Dame Catholic Sixth Form College or in to employment with training.
- 69% of pupils are baptised Catholics, ranging from 64% in year 7 to 76% in year 8.
- There are 61 full-time equivalent teachers, 55 full time and 9 part-time. 30% of them are baptised Catholics. Four teachers have the CCRS or equivalent with another 5 currently undertaking the qualification.
- Since the previous diocesan inspection there have been several changes within the leadership of the school including the positions of Headteacher, leader of RE, and lay chaplain.
- Work on the redevelopment of the site through the 'Building Schools for the Future' programme was completed in Summer 2013.

Full report - inspection judgements

Outcomes for individuals and groups of pupils are good

The extent to which pupils contribute to and benefit from the Catholic life of the school.	1
How well pupils achieve and enjoy their learning in Religious Education.	3
How well pupils respond to and participate in the school's Collective Worship.	2

- Pupils are generous in support of others in need and have a well-developed sense of justice both within the school community and beyond. This is evidenced by the school raising around £10000 each year for a variety of local, national and international causes, including support for their partner school in Tanzania. The school provides a wide range of activities and opportunities to support personal development and pupils are happy, confident and secure in developing spiritually and emotionally. Celebration is a key element of reinforcing success and this was witnessed during a key stage assembly where a large number of pupils, both past and present, contributed through song, readings from scripture, drama and testimonies. There is a real sense that pupils are proud to belong to this Catholic school whilst also recognising and respecting the diverse beliefs that exist.
- Pupils have the opportunity to take on a range of responsibilities for developing and evaluating the Catholic life of their school through the school's system of year group chaplaincy teams. Two or more representatives from each form make up each group and they play an important role in decisions regarding community activities and charitable donations. Their work has included for example, the Year 10 team sourcing and choosing the crucifixes around school and the Year 9 team currently designing new Stations of the Cross for the school.

- Some pupils are active in their own parishes, including those who are altar servers and those who participate in parish based events, for example, the “Christmas Youth Special” at St Theresa’s Church. Others involve themselves in visiting the Community of Franciscan Sisters at the convent and helping younger pupils in the local primary schools both before and after their transfer to high school. All pupils are involved in the school retreats’ programme during key stage 3 (KS3) and many take up the opportunity for further days of reflection in KS4.
- Pupils say they are proud of their school community and they demonstrate this through their very good behaviour, witnessed throughout the day both in classrooms and around the school. Pupils commented that they have many opportunities to express their own opinions about their beliefs whilst being open to discussion about the beliefs of others. They are reflective and have a good understanding of moral, cultural and social issues.
- Pupils enjoy RE and clearly recognise it as an important and integral part of their education. They speak with enthusiasm about their lessons and the staff who deliver the curriculum. Within RE lessons there is a real vibrancy and interest. Pupils are encouraged to challenge the real fibres of their faith in a way that promotes and develops their own personal response to God’s call. Achievement in RE is an on-going area of focus, particularly at the end of Key Stage 4, and teachers must ensure that able pupils have access to the highest grades. Similarly, those students making four levels of progress should also be addressed by the Department as a whole, with the support and guidance of senior leaders.
- Pupils talk about their experiences in RE very positively and in the lessons observed, there was evidence of a range of different learning styles and activities being used. Effective use of new resources was clearly evident within the learning environment as a result of the recent new build. Relationships within lessons were mutually respectful and reflected the tangible Christian ethos evident within the school as a whole.
- Prior to starting at Corpus Christi, pupils experience the importance of prayer and Liturgy during the Year 5 and Year 6 days at Corpus Christi. They talk positively about their experience of prayer and they feel that this is a distinguishing feature of their school. Pupil behaviour within both form groups and larger gatherings is exemplary during Collective Worship and they demonstrate an ability to pray, reflect and respond appropriately when opportunities are provided. Pupils commented positively with regards to the extent at which they feel comfortable in praying individually or with their peers. Other pupils stressed that they always feel included and never asked to do anything conflicting with their own beliefs. They place great value on the impact this has on them. There is evidence of good leadership of Collective Worship by some pupils and in this instance they undertake the role with interest, demonstrating an eager willingness to be involved. Throughout the year, some pupils from each tutor group plan and deliver a year group assembly, supported by the Form Tutor and following the relevant liturgical theme or school topic. There are instances where some groups of pupils are somewhat passive and further monitoring will help in identifying where additional support is needed. The Year 8 chaplaincy team initiated the idea of having prayer boxes in each form room in addition to choosing the resources. Prayers are often chosen by pupils either from the prayer box or made up in response to personal need with the opportunity to offer reflection based on local, national and worldwide need.

The provision for Catholic Education is good

The quality of teaching and how purposeful learning is in Religious Education.	2
The extent to which the Religious Education curriculum promotes pupils' learning.	2
The quality of Collective Worship provided by the school.	2

- Despite a number of challenges faced by the RE Department over the last 12 months and instrumental changes within the school's leadership, the provision of Catholic Education continues to be good. The teaching observed was usually good and in some instances, with outstanding features. Members of the Department display an infectious enthusiasm for their teaching and support each other consistently through the challenges faced. The Acting Head of Curriculum and Acting Assistant Head of Curriculum have worked steadfastly to ensure that quality of provision remains good. There is significant work to be done in ensuring that the necessary strategies are put in place to improve progress at both key stages, but predominantly, in Key Stage 4.
- The school makes use of a range of external agencies to provide comprehensive support for pupils across a wide range of personal, educational and social need. Pastoral care is very strong here and forgiveness and reconciliation are key features with no one overlooked. This is a strength of the school and a daily witness to this community living the gospel values. Leaders, form tutors, support staff, learning managers along with other staff all play vital roles in ensuring outstanding provision in this area of the school's work. Leaders and managers need to ensure that pupils following well-coordinated and meaningful alternative educational courses also have access to an equally appropriate and good quality RE provision.
- The school has a good range of retreat provision covering all year groups and using resources both within school and at other retreat centres including Notre Dame Sixth Form College, Myddleton Grange and The Briars, Derbyshire. The Community of Franciscan Sisters of the Renewal, based at the nearby St Clare's Convent, offer enrichment to the school's provision. They take part in RE lessons, join in with the pupils for lunch and "Jamming" sessions and speak about their work during assemblies.
- The RE curriculum is varied and carefully planned. A considerable investment has been made at KS3 into implementing the new 'The Way, The Truth and The Life,' programme of study. KS4 pupils follow Units 3 and 10 from the Edexcel Catholic Christianity specification. In both cases teaching is supported by a wide range of Departmental resources. The school is aware of its requirement to provide 10% curriculum time for RE. Whilst this has not yet been achieved, pupils at KS4 are now provided with 9% curriculum time for RE.
- The school provides a wide range of liturgical and non-liturgical experiences for pupils and staff, including opportunities for voluntary and compulsory worship. Religious rites are generally known by most pupils and religious symbols are evident throughout the school.
- A range of media technology, used during Collective Worship, augments the experience and engagement of most pupils especially in the well-resourced chapel and main hall. Pupils are provided with opportunities which are well planned and strive to promote private thought and reflection. For example, in a Year 10 assembly pupils were encouraged to consider their own response to Christ's call through a number of stimulating resources. This culminated in each pupil placing an individual stone on the altar in response to this question.

- A member of the RE department has responsibility for media resources for daily Collective Worship, accessible to all staff on the school's home web page. There is a need to develop the quality of some aspects of form group provision as a broad spectrum was observed. There were instances of pupils being neither engaged nor leading worship. Closer monitoring of the present provision will help in identifying where additional support and training for tutors would be beneficial. Liturgical and spiritual development is rightly seen as a priority by the school. For example, newly qualified teachers belong to year group chaplaincy teams as part of their professional development programme.
- The recently appointed Lay Chaplain has begun to rationalise the chaplaincy work, identifying the work of the Chaplaincy groups across the five year groups. The recently produced document, "Welcome, Worship, Word and Witness", presents each year's chaplaincy group with identified aims, values and outline plan relating to Evangelisation, Catechesis, and service in and outside of school. This document coupled with the drafted Collective Worship policy clearly demonstrates the school's capacity for outstanding provision for all within its community.

The Leadership and Management are good

How well leaders, governors and managers promote, monitor and evaluate the provision for Catholic Education and plan and implement improvement to outcomes for pupils.	2
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- The clear vision of the Catholic educational mission of Corpus Christi College is shared at all levels. The Headteacher leads the school well and everyone connected with the school is committed to raising standards and to strengthening the school's mission. The school is also fortunate in the number of staff who are willing to make a huge difference to the Catholic Life of the school, through offering a broad range of extra-curricular activities. There are also substantial links being made between pupils' individual faith journey and other subjects, providing them with yet more space in which to consider their relationship with God and with each other. The school's new PSHCE programme is well resourced and is beginning to develop clear links to the Catholic life of the school. The RE team has recently taken responsibility for delivering Sex and Relationship Education across all year groups, cross referencing effectively with the science curriculum.
- The school clearly identifies the promotion of quality Collective Worship and the further strengthening of the Catholic life as continuing priorities and has recently appointed a full time lay chaplain. Senior leaders have identified the extended roles that members of the pastoral structure will also have in this area.
- Pupil achievement is a significant weakness and is especially noticeable at KS4. The RE department must focus *relentlessly* on improving the provision both in the short term and in subsequently years following the future appointment of a new RE leader. With the appointment of the lay chaplain the school has the opportunity now to clearly map out the roles and responsibilities and thereby strengthen the monitoring and evaluation that needs to be undertaken across all areas to move the school towards an outstanding provision.
- Leaders, supported by Diocesan officers have made sound decisions about the leadership of RE and the appointment of the lay chaplain. The appointment of a Head of RE will now be 'key' to the Department's capacity to improve.

- Governors are aware of the key challenges that the school faces and are keen to support the school in moving forward. The commitment and loyalty of those in position of responsibility within the governing body continues to support the Headteacher and other senior leaders. They undertake their statutory duties and canonical responsibilities efficiently but need to ensure that the same rigorous self-evaluation of academic performance is applied to all aspects of the Catholic life of the school.
- Parents talk positively about the school and they are very grateful for the opportunities provided by the school to support their children's' spiritual and moral development believing the school to be a very caring community. They know what is going on at school and how their children are progressing through regular communication.
- The Headteacher, along with other pastoral and senior leaders, work in effective partnerships with other agencies and education providers to address the needs of all pupils.