



DIOCESE OF LANCASTER EDUCATION SERVICE

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

**Corpus Christi Catholic High
School, Preston**

**DENOMINATIONAL INSPECTION
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION**

School:	Corpus Christi Catholic High School
Address:	St Vincent's Road Fulwood Preston Lancashire PR2 8QY
Telephone Number:	01772 716912
Email Address:	admin@ccc.lancs.sch.uk
School URN:	119780
Headteacher:	Mr David Hubbard
Chair of Governors:	Mr Peter Metcalf MBE
Lead Inspector:	Mr Philip Grice
Team Inspector:	Mr Desmond Coyle and Fr Michael Docherty
Date of Inspection:	26 th and 27 th May 2016

FACTUAL INFORMATION ABOUT THE SCHOOL

The school's context and, particularly, any significant changes in its circumstances since the last inspection

Pupils

- Corpus Christi is a smaller than average, mixed comprehensive 11-16 Catholic High School.
- The proportion of pupils supported by pupil premium funding is well above the national average and close to double the average for schools in Lancashire.
- Socio-economic indicators show that a high proportion of pupils live in wards where there is a high level of deprivation.
- The proportion of pupils from minority ethnic groups is in line with the national average and has remained broadly similar over the last five years. The proportion of pupils with English as an additional language is also in line with the national average. The proportion of pupils with disabilities and/or who have special educational needs is below the national average.
- Pupils arrive at Corpus Christi with attainment that is significantly below average.

Staffing and Curriculum

- A new headteacher took up post in April 2013
- In March 2016, governors appointed a new Head of RE.
- A new Lay Chaplain was appointed in June 2015.
- From September 2016 all pupils in Key Stage 4 will have 10% curriculum RE time and from September 2017 this will apply to all pupils.
- The school has strong partnerships with its parish communities and five Catholic feeder primary schools.
- The school's restaurant, 'Il Cenacolo', was awarded the TES award for the best school catering facility in 2011 and provides exceptionally good quality food for pupils and staff.

Previous Inspections

- At the time of the last Section 5 Inspection in October 2014, Ofsted recognised that Corpus Christi 'is improving quickly' and acknowledged that leaders, staff, students and governors are 'working well as a cohesive team and are successfully improving behaviour, attendance, the effectiveness of teaching and students' achievement'.
- In 2014 Corpus Christi was the second most improved school in Lancashire for the proportion of pupils attaining 5A*-C including mathematics and English.
- In February 2015, Patrick Geraghty HMI stated his view that the school's improvement planning and self-evaluation 'chart insightfully the direction of the school's journey to becoming a good school'.

PUPILS	Y7	Y8	Y9	Y10	Y11	Total
Number on roll	127	139	116	155	135	672
Catholics on roll	57	75	67	90	90	379
Other Christian denomination	22	18	20	31	25	116
Other faith background	12	23	13	14	9	71
No religious affiliation	36	23	16	20	11	106

No of learners from ethnic groups	34	43	39	31	32	179
Total on SEN Register	8	4	6	5	3	26
Total with Statements of SEN	0	2	1	1	1	5

Exclusions in last academic year 2014/15	Permanent	10	Fixed term	298
Index of multiple deprivation	E			

PARISHES SERVED BY THE SCHOOL	
Name of Parish	No of Pupils
St. Clare's	26
St Maria Goretti	57
Blessed Sacrament	144
St John XXIII (English Martyrs)	48
St Gregory's	66

TEACHING TIME FOR RE	Y7	Y8	Y9	Y10	Y11	Total
Total teaching time (Hours)	2	2	2	2.5	2	10.5
% of teaching time	8%	8%	8%	10%	8%	8.4%

TEACHING TIME FOR ENGLISH	Y7	Y8	Y9	Y10	Y11	Total
Total teaching time (Hours)	4	4	4	4.5	4.5	21
% of teaching time	16%	16%	16%	18%	18%	16.8%

TEACHING TIME FOR MATHS	Y7	Y8	Y9	Y10	Y11	Total
Total teaching time (Hours)	3.5	3.5	3.5	3.5	3.5	17.5
% of teaching time	14%	14%	14%	14%	14%	14%

STAFFING	
Full-time teachers	41
Part-time teachers	5
Total full-time equivalent (FTE)	43
Classroom Support assistants	8
Percentage of Catholic teachers FTE	56%
Number of teachers teaching RE	5
Number of teachers with CCRS or equivalent	9
Number of teachers currently undertaking CCRS	2
Chaplaincy staffing	1

ORGANISATION	
Published admission number	170
Number of classes	30
Average class size KS3	24
Average class size KS4	20

EXPENDITURE (£)	Last financial year 2015	Current financial year 201	Next financial year 201
Total expenditure on teaching and learning resources	110000	80000	90000
RE Curriculum allowance from above	5394	4000	4400
English Curriculum allowance from above	8209	6000	6600
Total CPD budget	10000	10700	11000
RE allocation for CPD	2300	3000	3000

BRIEF STATEMENT about the INSET devoted to Religious Education and the Catholic life of the school during the past 2 years.		
Diocesan Inspection Training	Headteacher	April 2015
An introduction to the 'Quiet Minds' Project	All staff	May 2015
Diocesan Heads of RE Meetings	Head of RE	Termly
Diocesan Headteachers' Meetings	Headteacher	Termly
Diocesan Chaplains' Meetings	Chaplain	Termly
MA in Catholic School Leadership	Joanne Baybutt	Completed 2015
Caritas Training (Sr Judith Russi)	Victoria Stacey (Head of RE and HRSE Coordinator) Emma Lord (CPSHE Coordinator)	
Developing Catholic Leaders Conference	Dave Botes (Deputy Headteacher)	June 2015
CCRS	Stuart Horn Emma Hartley Jimmy Callagher	From September 2015
Whole staff INSET on Catholic values	All staff	November 2015
Whole staff INSET on the new framework for S48 Inspection	All staff	March 2016
Whole staff INSET on the Catholic life of our school led by Chaplain John Griffin	All staff	May 2016
Catholic Middle Leaders	Tom Wilson Victoria Stacey-Swale	June 2016
Developing Catholic Leaders Conference	Sarah Botes (Assistant Headteacher) Joanne Baybutt (Senior Teacher) John Hankin (Senior Teacher)	June 2016

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

2

CATHOLIC LIFE

2

RELIGIOUS EDUCATION

3

KEY FINDINGS

Corpus Christi is a good Catholic school that is improving rapidly. At the heart of this improvement is a determination that Christ should be at the centre of all that the school does. In all things and in all ways, the Catholic life of the school is accorded a special significance.

Leaders and governors share a deep understanding of, and commitment to, the Church's mission in education. The headteacher demonstrates an absolute passion and a clear vision for making the school the very best it can be for the pupils in its care. Commenting on the impact of the headteacher, one former pupil stated *'(he) revitalised and re-energised me, (he) gave me a purpose'*.

The school describes itself as a family - they are very much a 'family that prays together' - particularly in difficult times. Prayer and liturgy are central to the life of the school. Prayer resources produced reflect the school's commitment to beauty and truth in which the knowledge and love of God may be celebrated. Pupils experience prayer throughout the day. The liturgies observed during the inspection were extremely well prepared and deeply catechetical. Involving pupils more in the leadership of prayer and liturgy will help deepen the impact of what are well-planned and carefully considered experiences.

The school takes seriously its mission to form its students as caring citizens and promotes opportunities to develop in pupils an awareness of and willingness to take action in support of justice. Pupils are alert to the needs of others; there has been a good response to the call for pupils to join the SVP group which has resulted in support for those most in need in the local community and throughout the world.

Governors take a keen interest in the work of the Religious Education department and know that levels of achievement in RE require improvement. Progress and attainment data for 2015 show that the proportions of pupils making expected progress, and greater than expected progress, are too low. In addition, the time currently allocated to RE throughout the school is less than the 10% required by the Bishop's Conference of England and Wales. There are clear plans in place to address this shortfall.

The newly appointed subject leader is an outstanding teacher of RE who has the vision and capacity to bring about improvement. She knows the improvements that are necessary and has the skills to effect these changes. Governors and leaders are aware that the subject leader needs to be supported through the appointment of an assistant subject leader in Religious Education.

The quality of leadership within the school and the RE department would suggest that the capacity for improvement is at least good.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To develop further the school needs to:

Improve the quality of prayer and liturgy by:

- developing the involvement and leadership of pupils, encouraging their active participation
- providing opportunities for whole-school training and development in prayer and liturgy.

Improve pupil outcomes in Religious Education, ensuring that pupils make progress at least in line with the progress made by similar pupils nationally.

Improve the provision for Religious Education by:

- implementing plans to increase the curriculum time allocated to RE to 10% to meet the requirements of the Bishop's Conference
- implementing the recommendations of the Curriculum Directory at KS3 and at GCSE.

Improve the quality of teaching and learning within Religious Education through:

- the appointment of an Assistant Subject Leader in Religious Education
- a structured programme of support and professional development for the non-specialist teachers of RE.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

2

- The extent to which pupils contribute to and benefit from the Catholic Life of the school
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school
- The quality of provision for the Catholic Life of the school

2

2

2

The inspection confirms the school's judgement that the extent to which pupils contribute to and benefit from the Catholic Life of the school is good. There is a strong sense that pupils experience the Catholic Life of the school as a family in which every member is valued. As one parent stated, *'My son began high school this year. We are delighted with the excellent pastoral care he has received and the super progress he has made in all areas. He feels welcome and part of the Corpus Christi school family'*.

Pupils show great respect during liturgical celebrations; visitors to the school praise pupils for the culture of respect that pervades the school. The Priest Chaplain and new Lay Chaplain make highly positive contributions to the Catholic life of the school. A calendar of prayer themes is produced that mark and celebrate the liturgical seasons. Liturgies celebrated within the school are always planned to the highest standard; the liturgies observed during the inspection were extremely well prepared and thoughtful. The selection of music and other resources create an environment in which students and staff have the potential to deepen their relationship with God. Whilst the quality is rich the response can, at times, reveal the need for greater pupil involvement and leadership of prayer. Staff are confident in praying together and feel confident in being able to proclaim their faith. New colleagues are supported on their entry to Corpus Christi to ensure that they are familiar with the distinctive ethos.

Christ is at the centre of the school community and Gospel values permeate throughout. All involved in the school attach great importance to the Catholic mission entrusted to them and the school environment celebrates this. Each form room contains a 'Year of Mercy' focal point and the 'Quotation Trail' reflects the liturgical year. Images and iconography are of a particularly high quality and often adapted to enable particular departments to integrate the Catholic ethos into their own areas of study.

The school motto is 'Unum in Corpore Uno' or 'Together in One Body'. A strong sense of unity, consistency and common purpose, centred on the person of Christ, does permeate the school. Just one example of this is the significant and rapid improvement in behaviour within the school. The behaviour observed during the inspection was exemplary; brought about through clear systems and structures and driven by determined leadership. Central to the behaviour system is a particular emphasis on positive relationships, redemption and reconciliation. As a consequence, relationships in the school are very good and the dignity of each person is upheld. Pupils are happy and relaxed in each other's company. They are able to engage with adults in a confident way and are polite and courteous.

The wide range of different support, which include intervention from pastoral support officers, mentoring by the exclusion room manager, periods of time working under the supervision of a specialist behaviour mentor and one-to-one support from the Chaplains, together have an impressive record of transforming the behaviour and engagement of those pupils most in need.

Leaders are fully committed to the partnerships within the diocesan family of parishes and schools. The school has excellent links with the feeder primary schools, regularly planning shared liturgies and experiences. Corpus Christi also has excellent relationships with local parishes. Local clergy celebrate Mass regularly in the school Chapel and help with Services of Reconciliation.

Throughout the school, a fundamental concern for the well-being of others and for the common good are evident. During Lent, pupils and staff supported the work of the Salvation Army, collecting items for 'Easter Hampers'. This term they are raising money for 'Mary's Meals'. They hold an annual senior citizens' Christmas party for senior citizens from the parish community and pupils helped out with Lenten lunches at St. Clare's Parish.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

3

- How well pupils achieve and enjoy their learning in Religious Education
- How well leaders and managers monitor and evaluate the provision for Religious Education
- The quality of provision in Religious Education

3

2

3

Overall, the quality of Religious Education at this school requires improvement.

Whilst it is clear that many pupils enjoy Religious Education, levels of achievement are not yet good. The grades that pupils achieved in 2015 were below expected when compared with national figures for similar groups of students. There was a marked decline in numbers of students achieving the highest grades.

Governors and school leaders, however, are fully aware of the strengths and priorities for the department and have clear plans in place to bring about the required improvements. The appointment of a new Subject Leader of RE has resulted in immediate improvement. She is an outstanding teacher of Religious Education and has the vision, capacity and drive that is required. Robust systems are in place to ensure that governors monitor the provision and outcomes in RE and hold leaders to account. Self-evaluation shows a real understanding of the strengths and action points necessary to secure the required improvement.

The provision for RE currently requires improvement. The content of Religious Education is broadly in line with the recommendations of the Curriculum Framework although the curriculum allocation is below the 10% required by the Bishops' Conference of England and Wales. There is a danger that existing schemes of learning may lack the necessary depth to allow pupils to deepen their understanding of topics leading to a superficial appreciation of the Catholic faith. There are clear plans in place to increase the curriculum allocation to 10% in Key Stage 4 in September 2016 and in Key Stage 3 in September 2017.

Senior leaders have ensured that RE is a well-resourced curriculum area, with three specific classrooms, one part-time ICT room and an office/meeting area. The department is appropriately funded.

The quality of teaching varies significantly. In the best lessons, it is clear that teachers have the highest of expectations. They plan carefully crafted lessons which focus precisely on the next steps in learning for individual pupils. They encourage pupils to stretch themselves. In one Year 8 class, pupils were producing responses that would be worthy of the higher grades at GCSE.

Some classes are currently taught by non-specialist, but highly experienced, teachers. The skill level of teaching staff helps ensure that pupils are highly engaged and are still making good progress. There is a need to support such non-specialist teachers with appropriate training in order to enhance their subject knowledge. Significant staffing issues means that some classes are not being taught by permanent teaching staff; pupils' progress in these classes is often much less than expected. Leaders and governors recognise the need to appoint appropriately qualified subject specialists and to support non-specialist teachers until permanent appointments can be made.

Marking makes a strong contribution to pupils' learning. Pupils' work indicates that they are making increasingly good use of the comments made by teachers to improve both the quality and technical accuracy of their work.

In all observed lessons, pupils demonstrated positive attitudes to learning and were keen to listen and learn respectfully from their peers and teacher. A strongly established sense of purpose ensures that teachers can teach and pupils can learn unhindered by distractions. Pupil behaviour is consistently exemplary.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	2
Capacity for sustained improvement	2
Catholic Life	2
<ul style="list-style-type: none"> The extent to which pupils contribute to and benefit from the Catholic Life of the school. 	2
<ul style="list-style-type: none"> How well leaders and managers promote and ensure provision for the Catholic Life of the school through monitoring and evaluation. 	2
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	2
Religious Education	3
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	3
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	2
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	3

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	2	2	2	2
Religious Education	3	2	3	3