

**ARCHDIOCESE OF SOUTHWARK
COMMISSION FOR SCHOOLS & COLLEGES**



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 100630

Corpus Christi Catholic Primary School
Trent Road
LONDON
SW2 5BL

Chair of Governors	Mr Jamie Muir
Headteacher	Mr John Wentworth
Inspectors	Mrs Ann Oddy
	Mrs Joan Lenahan

Inspection dates 11 November 2010

**ARCHDIOCESE OF SOUTHWARK
COMMISSION FOR SCHOOLS & COLLEGES**
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Introduction

Description of the school

The school is voluntary aided. It is situated in the Lambeth Deanery of the Diocese of Southwark. It is maintained by Lambeth LA. The principal parish which the school serves is Corpus Christi, Brixton Hill but pupils also attend from SS. Philip and James, Herne Hill and SS. Simon and Jude, Streatham Hill. 100% of pupils are baptised Catholics. The average weekly proportion of curriculum time given to religious education is 10% in Key Stage 1 and 10% in Key Stage 2.

The school takes pupils from 3 to 11 years, with 45 pupils in each year group. The attainment of pupils on entering the school is broadly around average. The proportion of pupils eligible for free school meals is slightly above average. The proportion of pupils who receive extra support in class is smaller than the national average. Approximately a half of pupils are from ethnic minority heritages. Whilst a higher proportion than is typical nationally has a home language other than English, the majority are fluent English speakers by the start of Year 1.

Key for inspection grades

Grade 1	Outstanding	Grade 3	Satisfactory
Grade 2	Good	Grade 4	Inadequate

Overall effectiveness as a Catholic school

Corpus Christi is an outstanding example of Catholic education. It is a faith community in which everyone plays a part in living out the mission of the school. The school fulfils its aim to be a place where the love of God underpins and permeates the educational provision. This is shown by the caring relationships which foster the development of the gifts and talents of each individual from the earliest stages of school life. The headteacher sets the clear direction for the school and is ably supported by staff, governors and parents. The parish priest plays a key role in the work of the school and in linking the school with the wider parish community. Relationships between different groups within the school exemplify the strong Catholic ethos. Behaviour is excellent and respect for one another ensures that the atmosphere in the school is happy and conducive to learning. As one pupil commented "You'll never be lonely in this school, everyone wants to be your friend."

Grade 1

What steps need to be taken to improve further?

1. Continue to develop the use of paraliturgies to enhance the prayer life of the school.
2. Extend current provision to widen the teaching about other faiths within the religious education curriculum.

The Catholic life of the school

Leadership and management

Grade 1

Outstanding leadership by the headteacher provides a strong sense of the educational mission of the church. This inspires a unity of purpose which is evident in the positive relationships, the systems and structures, which focus on promoting high standards at all levels. Staff are empowered to take responsibility and see themselves as contributing to the school. Pupils' and parents' views are invited and encouraged. Systems to support pastoral care are excellent; in addition very good links exist between parishes and external agencies to reinforce high standards of care. Parents recognise and appreciate the commitment and dedication of the headteacher and his staff and comment on the headteacher's availability and accessibility. Governors are fully involved in the life of the school. Formal and informal monitoring visits take place on a regular basis. They are committed to the ongoing development of the school and are supportive but not complacent, recognising that their role is also one of challenge. As one parent commented, "The school is a wonderful nurturing environment within which my child's Catholic Faith is truly enriched."

Quality of provision for personal and collective worship

Grade 1

The Eucharist and prayer are central to the life of the school. The parish priest makes a valuable and powerful contribution to the school community and this is well supported by the school's own structures. Liturgical formation is well planned and shows progression. Pupils are given varied opportunities to participate in collective worship. The Remembrance Day Service was an excellent example of a worshipping community coming together in prayer and reflection. Hymn singing was used most effectively.

Quality of provision for personal and collective worship

Grade 1

Prayer focus areas are attractive and integral parts of every classroom. They combine good quality and age appropriate religious artefacts and resources with personal contributions from the children. Classroom displays are of a high standard and reflect the current religious education topic. The school has identified paraliturgies as an area for development and has already started this in Year 2 and Year 6. The school prayer book is treasured by the children and is used effectively as a home-school link.

Community Cohesion

Grade 1

Community cohesion is strong. Cultural diversity is recognised and celebrated e.g. International evenings and Black History Month. Pupils recognise the need to care for others and it is commendable how the school involves pupils in identifying charities for their exceptional fund raising efforts. The school is inclusive and welcoming and pupils and parents experience a strong sense of community. The school recognises the importance of teaching pupils about the major world faiths, as seen in the excellent work in KS2 on Judaism. This should now be extended to include other world faiths, particularly those of the wider community. A start has been made by links between Corpus Christi and a Muslim school and this will develop pupils understanding in this area. The outreach work of the school is excellent, with extensive participation in the parish and wider community. Pupils contribute to numerous community events such as the Holocaust Remembrance, Lambeth Community Day and the Windmill Festival in Brixton.

Religious education

Achievement and standards in religious education

Grade 1

Progress and attainment in religious education is excellent. Marking is affirmative and gives guidance on how to improve. Work throughout the school shows evidence of depth of coverage, differentiation and a wide range of activities. Pupils enjoy religious education; they are both enthusiastic and reflective. The assessment process enables staff to plan effectively and track progress. The current focus on assessment and tracking is likely to maintain and develop provision. Spiritual, moral and cultural development is

outstanding and reflected in the excellent behaviour and relationships within the school.

Teaching and learning in religious education

Grade 1

The quality of teaching and learning is outstanding. Lessons observed during the inspection showed excellent teaching and pupil response. Teachers used a variety of approaches to engage pupils, including probing questions and challenging tasks. Teaching assistants were used effectively to support individuals and groups, ensuring that SEN pupils had full access to the curriculum. Parents are well informed regarding the religious education curriculum through termly newsletters. They expressed a high level of satisfaction with the religious education curriculum. "My child is being developed as a rounded individual, with a sense of Christian tradition and civic responsibility, informed by her religious instruction."

The religious education curriculum

Grade 1

The religious education curriculum fulfils the requirements of the Bishop's Conference, with 10% of curriculum time allocated. The school uses the 'Here I Am' religious education programme very effectively, complemented by SEAL and PHSE materials. Curriculum planning is in place and indicates that teachers are building on prior attainment and experience. ICT is used very effectively, particularly to build up a resource bank of items for religious education. The curriculum is enriched by devotion to, and knowledge of, the saints, the Rosary, Advent and Lent celebrations.

Leadership and management of religious education

Grade 1

The co-ordinator, although new to the role, demonstrates strong leadership and has the vision and commitment to lead the development of religious education to even higher levels. A clear development plan shows strategic direction and incorporates contributions from the wider school community. A particular feature of the development and provision of religious education in the school is the close link with the parish priest and parish community. The church is recognised and used as a valuable resource. The co-ordinator provides guidance and support for all staff, notably by the development of the teachers' religious education handbook. He maintains good links with the Diocese and participates in diocesan religious education co-ordinator activities. Points raised since the last inspection have been successfully addressed.