

DIOCESE OF PORTSMOUTH VALIDATION REPORT



Corpus Christi Catholic Primary School, Bournemouth

St James Square, Bournemouth, Dorset. BJ5 2BX

Validation dates 18th May and 2nd June 2015

Overall effectiveness: Good

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| The school community: | Good | Attainment and progress in RE: | Requires Improvement |
| The wider community: | Good | Quality of teaching in RE: | Good |
| Spiritual development: | Good | Leadership and management of RE: | Requires Improvement |
| Moral development: | Outstanding | Leadership and management: | Good |

This is a good school.

Key Strengths

- Corpus Christi is a school that is caring and supportive and where every child matters.
- The mission statement has a positive impact on the behaviour and attitudes of pupils, who treat one another with respect.
- Pupils recognise their roles and responsibilities as global citizens and act as witnesses to their faith, through their support of one another and their support for local, national and international charities.
- Teaching engages pupils' interests and they demonstrate a positive attitude to religious education (RE).
- Teachers have secure subject knowledge and this, along with their good questioning, ensures that children are enthusiastic and well-motivated.
- The RE leader provides good support for colleagues.
- The Catholic nature of the school is evident in displays, especially in classrooms and prayer areas.
- The school benefits from the support of the parish priest and the local Catholic community.
- Spiritual development is good and moral development outstanding.
- Parents' views of the school are positive, as was recognised by the responses of parents to the questionnaire.
- The children in the school exhibit very good behaviour and Christian attitudes.

What does the school need to do to improve further?

In order to continue to move forward, the school should consider the following:

- Develop a rigorous approach to the RE self-review, which needs to be completed annually, involving all stakeholders and led by senior leaders.
- Develop a robust and systematic process to monitor and evaluate the quality of teaching and achievement in RE, so that timely actions can be taken to ensure pupils are making at least good progress and achieving high standards. Outcomes should be reported to governors on a termly basis so that they can carry out their strategic role and hold senior leaders to account.
- Seek support from the diocese to monitor the quality of teaching and pupil achievement in RE and to provide on-going advice to address the key areas for development contained in the report.
- Plan INSET to improve the pupils' experience of collective worship both as a whole school and in class.

Full Report

The school as a Catholic community

The school community:

Good

The wider community:

Good

- Gospel values are lived out in the life of the school, with children keen to reach out to others through the variety of charities supported, including CAFOD and Kabanana, Zambia.
- The mission statement has a positive impact on children's behavior and attitudes, as demonstrated in their willingness to forgive and desire for reconciliation.
- Induction arrangements help new staff understand the expectations of the school.
- The school communicates well with parents and carers, through the use of new technology, ensuring they are kept informed about school events.
- Pupils speak very positively about their school and are keen to contribute to school life.
- Discussions with pupils during the validation showed they enjoyed attending school and value the support they receive.
- The Catholic nature of the school is evident in displays, especially in classrooms, although in some shared areas and corridors these need to reflect the current liturgical season.
- There is a positive relationship between the school and the parish.
- Links with local Catholic schools are secure, but not yet mutually beneficial. The sharing of good practice and learning from other schools will contribute to an improvement in standards but this must be regularly and rigorously planned and any feedback shared so all in the school community are able to benefit.
- The school is effective in preparing pupils for their roles and responsibilities towards all members of society. The school helps to prepare pupils for global citizenship, through projects such as Kabanana.

Curriculum religious education

Attainment and progress:

Requires Improvement

Quality of teaching:

Good

Leadership and management of RE:

Requires Improvement

- Pupils' books, data and observations in lessons suggest that standards in RE are broadly average.
- The school now needs to embed effective differentiation for all pupils, especially those working at the higher level, to ensure they are challenged in their learning and make rapid progress and enjoy greater achievement.
- The recent focus on more rigorous planning based on the National Levels of Attainment in RE is beginning to secure improved attainment and progress.
- Where marking and feedback is linked to the RE learning it enables children to further develop their religious knowledge and demonstrate understanding. However, in order to be consistent, best practice across the school should be shared.
- During the validation, five lessons were observed. The quality of teaching was good. Key strengths included:
 - Effective and well-structured planning.
 - Good levels of children's engagement because of the appropriateness of the tasks.
 - Secure subject knowledge along with good questioning, which ensures pupils are enthusiastic and well-motivated.
 - Positive relationships, which enhance the learning opportunities available.
- When the school improves consistency of approach, including the design of challenging tasks, improvement should be rapid and sustainable.

- Initiatives to improve pupils' attainment and progress have been recently introduced. As yet these are not reflected in improved standards.
- The majority of learning environments have a positive impact on children's learning.
- The RE leader has worked hard to support staff in their teaching of RE.
- The RE leader has attended diocesan training, but systematic opportunities to feedback to staff and to monitor and evaluate initiatives needs to be planned into the whole school diary.
- As yet, monitoring is not extensive or robust enough to provide clear evidence of the strengths and areas for development in RE. Senior leaders must actively engage in monitoring and evaluating RE.

Spiritual and moral development

Spiritual development:

Good

Moral development:

Outstanding

- There is a good range of opportunities to develop pupils' spirituality. Pupils respond appropriately to opportunities for collective worship. They are keen to support the weekly prayer group and lead class prayer times.
- The school community recognises all as God's children and most children are open to God's presence in their lives, through worship and RE.
- The weekly opportunity for the whole school to attend Mass at the neighbouring parish church is a real strength as it brings members of the school community to pray and worship together. The parish priest commented very positively on the pupils' attitudes and reverence during worship.
- The enthusiastic support and commitment of the parish priest contributes to pupils' spiritual development.
- Opportunities for meditation and reflection during worship needs to be developed. Staff would benefit from INSET to improve the pupils' experience of collective worship, both as a whole school and in class.
- The school environment provides opportunities for personal prayer and reflection.
- Pupils should be commended on their good behavior and politeness. They are considerate towards one another and their positive attitude contributes to effective learning.
- Pupils are keen to take on leadership responsibilities and work hard to support one another.
- The school provides a range of intervention programmes, to ensure the children's emotional well-being is supported, which results in this being an inclusive school.
- Older pupils provide a strong example for others to follow and support the rest of the school to resolve conflicts. They respond positively to their responsibilities e.g. as prefects.
- The opportunities for celebrations and rewards are good.

Leadership and management:

Good

- Those in position of leadership, including governors, have identified priorities for improvement but these need to link more closely with developing the Catholic dimension of the school.
- Governors are keen to promote the school's Catholic ethos and are now committed to improving outcomes in RE, by seeking regular reports on the quality of teaching and standards in RE from the school leadership team.
- Limited progress has been made on the key areas for development identified at the previous validation.
- Senior leaders need to fully engage with the self-review process, putting in place a rigorous and robust monitoring schedule, which enables governors to evaluate and identify the school's strengths and areas for development.

School details

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| Name of school | Corpus Christi Catholic Primary School |
| URN: | 113845 |
| Age range of pupils: | 4 – 11 |
| Gender of pupils: | Mixed |
| Number of pupils on roll: | 433 |
| Chair of Governors: | Anna Murphy-Sullivan |
| Headteacher: | Declan Goodwin |

Corpus Christi Catholic Primary School is larger than average and is situated in Boscombe, Bournemouth. The school serves mainly the parish of Corpus Christi and is in the Avon Stour Pastoral Area. The vast majority of its pupils are Catholic. The percentage of pupils entitled to free school meals is 9.9%. The proportion of pupils who speak English as an additional language is 35.8% and the percentage of pupils who have learning difficulties and/or disabilities is 14.7%

Information about this validation

This report to the Bishop of the Diocese under Canon 806 of the Code of Canon Law is also the report to the governors of the school on religious education. For Catholic maintained schools, the report also fulfils the requirements of Section 48 of the Education Act 2005.

Validation Team

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| Ursula Clark | Lead validator |
| Sarah Matthews | Assistant validator |

Activities carried out as part of the validation

- Ethos walk.
- Discussion on the school's self-evaluation sheets.
- Observations of key stage and class worship.
- Observations of teaching and learning in RE, including joint observations with senior staff.
- Pupil work scrutiny.
- Feedback of key findings to the leadership team and representatives of the governing body.

Conclusion

The validators would like to thank the head teacher, RE manager, staff, governors, the parish priest, parents and pupils of Corpus Christi Catholic Primary School for their preparatory work for the validation, which forms part of the school's regular self-review cycle. They would also like to express their appreciation for the warmth of welcome they received and the support given during the validation process.