



Archdiocese of Birmingham

Section 48 Inspection Report

CORPUS CHRISTI CATHOLIC PRIMARY ACADEMY

Part of St Francis & St Clare Multi Academy Company
Ashmore Avenue, Ashmore Park, Wednesfield, WV11 2LT

Inspection dates:

23-24 May 2022

Lead Inspector:

Sister Susan Collins

OVERALL EFFECTIVENESS: **Good**

Catholic Life: Good

Religious Education: Good

Collective Worship: Good

Overall effectiveness at previous inspection: *Good*

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a Good Catholic school because:

- The headteacher, with her staff and governors, is committed to promoting the Catholicity of the school. This is evident through the excellent relationships witnessed during the inspection and the school's environment.
- The behaviour of pupils is exemplary in lessons and around the school. This is because of the high expectations of all members of staff working effectively together.
- The teaching, learning and assessment for Religious Education is good.
- Pupils enjoy their learning in Religious Education and as a result make good progress from their given starting points.
- Collective Worship is given priority in the school and the headteacher sets a good standard for the rest of the staff to follow.

It is not yet Outstanding because:

- Recent monitoring processes are effective but need to be fully embedded; pupils need to be involved in evaluating Catholic Life.
- Pupils' knowledge of vocation is not developed across the school.
- Clarity is needed in order for pupils to know how well they have done in Religious Education and what they must do in order to continue to make progress.
- Opportunities for pupils to write at length and thus think deeper are few.
- Pupils' skills in planning and leading worship needs developing to ensure there is a progression of their skills.

FULL REPORT**What does the school need to do to improve further?**

- Embed recent monitoring processes in RE and Collective Worship and ensure that Catholic Life is monitored, allowing all stakeholders, including pupils, to be reflective, evaluative and sustain improvement.
- Improve pupils' knowledge of vocation as a calling from God to holiness and to the mission of evangelising the world.
- Provide opportunities to celebrate children's work and for pupils to understand what they have done well and what they need to do to improve their work.
- Provide opportunities for pupils to explore deeper thinking by writing at length.
- Devise a long-term plan for worship that gives opportunities for more pupils to plan, lead and evaluate collective worship on a regular basis.

THE CATHOLIC LIFE OF THE SCHOOL

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

CL1 The extent to which pupils contribute to and benefit from the Catholic Life of the school**CL2 The quality of provision for the Catholic Life of the school**

- The school updated its mission statement and motto to make them more accessible to pupils and the whole school community, involving children, staff, and governors in this process. Children pray the mission and motto during their weekly gospel assembly and other acts of worship. They clearly know and understand the motto. The impact of this understanding is clear in their behaviour, feedback from pupil voice interviews and their appreciation of all aspects of the school. However, pupils' understanding of their mission and how to live it on a daily basis is limited.
- Behaviour throughout the school is of a high standard. Pupils are kind, polite and caring. They are very attentive in lessons, in worship and around the school. They are proud of their school and very happy to be part of the community.
- The very recent re-introduction of prayer leaders across the school has enhanced pupils' involvement in the Catholic Life of the school. The Year 6 Community Champions meet regularly to discuss and organise projects for those in need. Other pupils need to be regularly involved in activities which promote the Catholic Life and mission of the school.
- Staff are passionate about the school, striving to achieve the best for all pupils and enhance the Catholic Life. They appreciate the support they receive from each other and the training provided by the MAC and the diocese.

- All staff are good role models for the children resulting in mutual respect and companionship being a way of life.
- The environment, in both classrooms and communal areas, celebrates and promotes the Catholic Life of the school. Visual prayer focuses are relevant and reflect the liturgical season, reinforcing the pupils' understanding of the Church's cycle of seasons and feasts.
- Corpus Christi is a prayerful community, with prayer forming a central part in school, assemblies and class worship. This is reinforced by prayers at the start of the school day, before and after meals and at the end of the day. Pupils are not yet exposed to the full range of the different traditional prayers of the church.
- The parish priest is a regular visitor in school and supports the faith journey of the pupils and staff. He plans his homilies to ensure that all pupils can gain the most from them. He appreciates that sometimes the children are grouped together by age so he can teach them about their faith at a deeper level.
- Pupils have a good knowledge of their class saints but need to know more about their house saints.
- Each class has a Catholic Life floor book which evidences the school's work on British Values, Saints and CAFOD initiatives, including applying for the CAFOD Live Simply Award. The school has completed their action plan. Including children's reflections on how they have benefited from the celebrations, activities and worship would provide evidence of the impact upon them.
- Older pupils knew that vocation is when God calls a person to do something: the person listens and then follows.
- The level of pastoral support for pupils and their families is good. The school provides a safe, caring, peaceful and supportive environment for their families.
- Communication with parents is good, with regular newsletters demonstrating and reinforcing the Catholic faith. The school needs to re-establish and find new ways to engage parents, carers, parishioners, and community in the Catholic life of the school.
- Relationships, sex, and health education is taught in accordance with the teachings of the Catholic Church using TenTen's 'Life to the Full' programme and as a result pupils understand the dignity and uniqueness of the human person.
- The children talk enthusiastically about how they support CAFOD initiatives through their fund raising but need to develop an understanding of the impact of their work in the local and wider community.
- Pupils have some knowledge of other religions and faiths. They demonstrate a sense of respect for those of other faiths and a desire to visit other places of worship.

CL3 How well leaders and governors promote, monitor, and evaluate the provision of the Catholic Life of the school

- Leaders and governors demonstrate a very deep level of commitment to the Church's mission in education. There is a clear vision with supportive governors who work tirelessly with the headteacher and other senior leaders to achieve the best for all children. Consequently, there is a commitment to the priority of the Catholic life of the school. It is intertwined into all aspects of the life of the school.
- The headteacher reports about Catholic Life as part of her termly report to governors. This ensures that governors are well informed about what is happening on a day to day basis.

- Governors' involvement in monitoring the Catholic Life of the school takes place informally through their regular attendance at the school.
- Formal, rigorous, regular monitoring activities need to be in place so that leaders and governors can evaluate the Catholic life in more depth and drive further improvements.
- Pupils understanding of the Catholic School's Pupil Profile (CSPP) is developing. Each week virtues certificates are given out in the Congratulations Assembly. To promote the vision of the Archbishop of Birmingham for schools, this area needs to be explored further so that it has a positive impact on all pupils.
- Links between the school and the parish before the pandemic were strong as parishioners came into school to help with hymn practice, a Rosary and Gardening Clubs. The recent May Procession was held in Church and parishioners attended. The CAFOD Live Simply Plan identifies ways that the school and parish can work together, for example in setting up a prayer garden in school.

RELIGIOUS EDUCATION

The quality of Religious Education	Good
How well pupils achieve and enjoy their learning in Religious Education	Good
The quality of teaching, learning and assessment in Religious Education	Good
How well leaders and governors promote, monitor, and evaluate the provision for Religious Education	Good

RE1 How well pupils achieve and enjoy their learning in Religious Education

RE2 The quality of teaching, learning and assessment in Religious Education

- The school self-evaluates its outcomes for and provision of Religious Education as good. Inspectors corroborate this judgement.
- Pupils enter the Nursery and Reception classes with low knowledge and understanding of the Catholic faith. Many of the children are not Catholic, however, data shows that as they journey through the school, they make good progress and the percentage of pupils working at the expected level increases.
- The majority of pupils were positive about their Religious Education lessons. They enjoy learning about Jesus and God, engage well, most aspire to complete all the work set, and enjoy working in pairs and groups. Pupils were on task during the observed lessons.
- Pupils with special educational needs and disabilities (SEND) are now making progress. This is due to the scaffolding they are given and the effective support from teaching assistants.
- Attainment in Religious Education is at least in line with other subjects.
- In all lessons children were offered an opportunity to reflect upon previous learning before moving forward with the new learning. They could talk about their new vocabulary and learning and answered questions throughout the lesson.
- The behaviour of pupils in Religious Education lessons is good and relationships between adults and pupils are friendly, because of this most pupils concentrate well and enjoy their learning.

- Teachers in Early Years plan effectively to ensure that all children are actively engaged in interactive tasks. As a result, the very youngest children could talk confidently about their learning.
- The school has recognised there is a difference in the attainment of boys compared to girls across the school and has started to develop ways of addressing this and ensure that the gaps are closing. They are starting to use some Kagan strategies which enhances the pupil's participation in the lesson and has proved to be a useful strategy for motivating the boys.
- Teachers have attended training on creative teaching and regularly include role plays, hot seating and interviews in their lessons to support them with written tasks.
- Teaching across the school is good because lessons are progressive and link to pupils' prior knowledge, meaning that learning is effectively sequenced.
- Some members of staff would benefit from observing senior leaders teaching as they have very high expectations of both behaviour and learning.
- All teachers are encouraged to plan their lessons in a similar way, starting with the opportunity to revisit and reflect on previous learning, then a sharing of the 'WALT', unit vocabulary, and unit targets. This is recorded on a power point and pupils said they found this helped them to stay focused.
- Teachers' questioning is effective and routines for learning are well established.
- Some teachers demonstrated good use of differentiation which in turn promoted good outcomes for all pupils, however, this is not consistent across the school. In some classes leaders have noted this as an area for development in their monitoring but this has not been actioned by the teachers and appears again as an area for development in the next round of monitoring.
- The subject knowledge of teaching staff is generally secure. Where this is not as secure support has been put into place.
- The quality of pupils' class work is good; their written work is usually well presented. However, in most classes the use of writing templates limits opportunities for many of the pupils to reflect and explore deeper thinking by writing at length.
- Teacher's mark the pupils' books with ticks and questions, as a result pupils do not always know what they have done well and what they need to do to improve their work.
- Most Religious Education lessons are well paced. As a result, pupils have time to consolidate their previous learning and complete their current work.
- Teachers assess pupils' attainment, and some are aware of pupils' prior attainment however, they need more opportunities to be reflective and take full ownership of their data.

RE3 How well leaders and governors promote, monitor, and evaluate the provision for Religious Education

- The school self-evaluates its leadership and management of Religious Education as good. Inspectors corroborate this judgment.
- Leaders and governors ensure the Religious Education curriculum meets the requirements of the Bishops' Conference of England and Wales and the additional requirements of the Archbishop of Birmingham relating to Religious Education.
- The RE Curriculum is based on the diocesan scheme 'Learning and Growing as the People of God' and is followed by all members of staff. Recommendations in terms of planning and assessment are implemented.

- Religious Education is taught for the correct amount of time and is comparable to other core subjects.
- Teaching staff benefit from good professional development, reflected in the ongoing support to continue developing the standard of teaching and learning with the Early Career Teachers in school.
- Senior Leaders have good subject knowledge and share this with non-Catholic teachers through a 'buddy' system.
- The headteacher has made rapid improvement in monitoring and evaluating Religious Education provision in school and is an excellent role model for the newly appointed subject leader.
- The newly appointed subject leader has completed training and is methodical in her approach to monitoring the curriculum. She is passionate about her subject, and she will move the school forward if she continues to firmly embed the monitoring procedures already being used.
- Leaders know their staff and their strengths. There is a strong leadership team with the skills to ensure the continued development of standards in teaching and learning.
- Leaders and governors ensure that Religious Education is planned to meet the needs of all pupils and is afforded the same priority status as other core subjects.
- Governors are actively involved in the school and are keen to monitor with the senior leaders. The link governor is a very experienced Section 48 Inspector and shares her expertise on her regular monitoring visits to the school. Her monitoring reports are detailed and give staff in school areas of particular strength and development.

COLLECTIVE WORSHIP

The quality of Collective Worship	Good
How well pupils respond to and participate in the school's Collective Worship	Good
The quality of Collective Worship provided by the school	Good
How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship	Good

CW1 How well pupils respond to and participate in the school's Collective Worship

CW2 The quality of Collective Worship provided by the school

- Collective Worship is central to the life of Corpus Christi; praying together is part of the daily experience for all members of the community. Pupils enjoy praying together and subsequently praise God by singing joyfully.
- Pupils are beginning to lead collective worship in Key Stage 2 and are supported by their class teachers. They need to be given the opportunity to experience a wide variety of prayer styles, including traditional prayers, to more frequently inspire deep thought and heartfelt response.
- In worship planned by the children during the inspection it was evident that they are proud of their role within school. They use the diocesan format to gather, listen, respond, and go forth. Pupils are reverent and respond well. The Go Forth message is based on the school motto.

- The headteacher enhances collective worship by supporting the pupils in singing with her guitar and this is appreciated by the pupils, staff, and the parish priest.
- Staff show the greatest reverence during times of prayer and act as role models for the pupils, therefore pupils are keen to participate in collective worship, they are reverent, sing joyfully and can articulate the positive impact that the worship has upon them.
- Staff understanding of the liturgical year is secure. This is because Catholic and non-Catholic staff are paired up and support each other under the direction of the subject leader, consequently, pupils understand the church's liturgical year, its seasons, and feasts.
- Mass is celebrated in Church, which is next door, regularly for classes. Younger pupils participate in Services of the Word, which take place in school. Children participate fully through leading the readings and singing.

CW3 How well leaders and governors promote, monitor, and evaluate the provision for Collective Worship

- The school self-evaluates its leadership and management of collective worship as good. Inspectors corroborate this judgement.
- Leaders know how to plan and deliver good quality prayer and liturgy. They are models of good practice for staff and pupils.
- A diocesan advisor recently led training for the staff on child led worship, which staff appreciated. Training has taken place for the prayer leaders in Key Stage 2.
- Leaders and governors need to embed their recently introduced formal system of monitoring Collective Worship to ensure further well targeted development.
- Governors are committed in providing resources that will improve the quality of worship in the school. Some of the budget has been used to purchase equipment to be used for worship in the school hall. This means that less time is spent in setting up technical equipment and more time for planning and delivering acts of worship.
- Opportunities for other members of the school community, such as parents, pupils, and governors to contribute to the evaluation of Collective Worship need to be developed.
- There are plans in place to address the need for Mass to be celebrated on Holy Days of Obligation in the future.

SCHOOL DETAILS

Unique reference number	141769
Local authority	Wolverhampton
<i>This inspection was carried out under Canon 806 of Canon Law and under Section 48 of the Education Act (2005).</i>	
Type of school	Primary
School category	Academy
Age range	3-11years
Gender of pupils	Mixed
Number of pupils on roll	205
Appropriate authority	The board of directors
Chair	Christopher Walker
Headteacher	Julie Wardle
Telephone number	01902 866840
Website address	www.corpuschristiacademy.co.uk
Email address	office@corpuschristiacademy.co.uk
Date of previous inspection	October 2015

INFORMATION ABOUT THIS SCHOOL

- Corpus Christi is a smaller than average primary school serving the parish of Corpus Christi, in the northeast of Wolverhampton.
- The percentage of Catholic pupils is currently 17%.
- The percentage of disadvantaged pupils is above the national average.
- The percentage of SEND pupils is above the national average.
- The percentage of pupils from minority ethnic origins is below the national average.
- The percentage of pupils with EAL is below the national average.
- Attainment on entry is below average.
- The Principal, Deputy Principal and RE leader have all changed since the last inspection.

INFORMATION ABOUT THIS INSPECTION

- Two diocesan inspectors carried out this inspection: Sister Susan Collins and Veronica Gosling.
- The focus of the inspection was on the impact, quality, and leadership of the school's provision of Catholic Life, Religious Education and Collective Worship.
- The inspectors observed teaching across eight Religious Education lessons to evaluate the quality of teaching, learning and assessment. The majority of these lesson observations were conducted jointly with senior leaders.
- The inspectors completed a work scrutiny and held discussions with pupils to evaluate their understanding of Catholic Life, the impact of Religious Education teaching on their learning over time and their experience of Collective Worship.
- Meetings were held with the chair of governors, the Catholic Life link governor, two other governors, the chair of the MAC Board of directors the headteacher, the Religious Education subject leaders, early career teachers, parish priest, and parents.
- The inspectors attended whole school Collective Worship, a Key Stage 1 Service of the word, class-based worship and undertook a learning walk to look at aspects of learning

and teaching in Religious Education, the presentation of the Catholic Life of the school and pupils' behaviour.

- The inspectors reviewed a range of documents including the school's self-evaluation, data about pupils' attainment and progress, Analyse School Performance (ASP) data, the school development plan, the Religious Education action plan, teachers' planning, pupils exercise books and learning journals.