



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

CORPUS CHRISTI

RAINFORD

Inspection Date Tuesday 10th June 2014

Inspectors Miss Julie Lockett Mr Dave Williams

Unique Reference Number 104814

Inspection carried out under Section 48 of the Education Acts 2005 and 2011

Type of School Catholic Primary

Age range of pupils 3-11

Number on roll 166

Chair of Governors Mr Ian Ashton

Headteacher Mrs Joyce Cottrell

School address Old Lane,
Rainford,
St. Helens
WA11 8JF.

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Date of last inspection 20th October 2009

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- Corpus Christi school is an average sized Catholic Primary School situated in Rainford village, serving the parish of Corpus Christi in Rainford.
- There are 166 number of children on roll of whom 127 are baptised Catholic, 37 come from other Christian denominations, and 2 from other faith or religious traditions.
- There are 11 teachers of whom 7 teach Religious Education and 9 have a suitable qualification in Religious Education. 9 teachers are baptised Catholic.
- Since the last inspection there is a new Religious Education co-ordinator.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires Improvement
Grade 4	Inadequate

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Overall effectiveness:

Corpus Christi Catholic Primary School is a good school in providing Catholic Education.

Inspection Judgements

The extent to which the pupils contribute to and benefit from the Catholic life of the school.

- The extent to which the pupils contribute to and benefit from the Catholic life of the school is outstanding.
- Pupils know and understand the school's Mission Statement and understand the part they play within it. They are fully involved in its evaluation. The Mission Statement is reviewed regularly. Pupils are ambassadors of their mission.
- Their mission, '*Together we DREAM, Together we Learn,*' enables pupils to discover, have respect, enthusiasm, to aspire and make a difference because of this pupils have an outstanding sense of belonging to the school community and value and respect others.
- Their behaviour is outstanding; they have a good sense of right and wrong and apply this in their personal relationships. They show responsibility for themselves and their actions.
- All pupils are actively involved in developing the Catholic character of the school and embrace opportunities to meet their potential in all aspects of school life.
- They are encouraged to take on roles of responsibility in the school, e.g. through the school council, book buddies, peer listeners, game leaders and Head Boy and Head Girl. Pupils are proud to wear a variety of badges that display their responsibilities to others.
- School Council members are also part of the *Rainford Children's Council* alongside other local primaries and members of the community.
- Pupils show wider responsibilities through a variety of fundraising events. Funds are regularly raised for CAFOD, Good Shepherd, Samaritan's Purse Appeal and Comic Relief.
- Pupils are involved in service to their local community. They have, for example, taken part in the annual ecumenical *Rainford Walking Day* and attended joint worship services at a local Church of England parish. They have recorded and sold Christmas songs and profits made were given to the community and parish.
- They are fully involved in liturgical events and in Welcome Masses each year for new pupils and a Leavers Mass. Pupils are fully supported by their parish priest and deacon.
- Many pupils benefit from participation in residential to Shropshire for team building, cooperation and personal reflection and there are many other educational day visits throughout the year.
- There is outstanding practice to develop pupil's spiritual and moral development and guidance. Older pupils take part in regular retreat activities with the local high school and all pupils take part in mission days linked to scripture.
- Education for pastoral care and personal relationships has fostered positive attitudes in pupils. The school uses the *All That I Am* programme recommended by the Archdiocese.
- Corpus Christi praises and acknowledges the contribution of others, evident in their weekly celebration and achievement assemblies. Pupils show a readiness to embrace and celebrate their lived experiences.

How well pupils achieve and enjoy their learning in Religious Education

- Pupils' achievements and enjoyment in Religious Education is good.
- Their attainment in Religious Education is good.
- They make good progress in relation to their starting points and capabilities.

- On entry to school some children have a limited knowledge and understanding of the Catholic faith.
- There is no difference in performance between pupils of different gender.
- Outcomes for pupils with additional or special needs are good.
- Analysis of assessments undertaken provides evidence of pupils generally attaining appropriate level for their age and stage of development in each key stage.
- There is very good evidence of pupils' higher levels of attainment and this will continue to develop by continuing to raise expectations and challenge pupils in their work.
- Pupils are becoming increasingly more religiously literate. Their knowledge, understanding and skills are developing appropriate to their age or capacity.
- They are developing the skills that enable them to reflect spiritually, think ethically and theologically and are becoming more aware of the demands of religious commitment in everyday life.
- Pupils' engagement in and enjoyment of their learning is very good as shown by their interest, enthusiasm and behaviour. They work diligently, are keen to do their best and grasp challenging opportunities given to them.
- There is excellent evidence of pupils work displayed and brightly presented in portfolios.
- Pupils are encouraged to work independently and collaboratively.
- Pupils are anxious to learn and improve their knowledge, understanding and skills as they become independent learners.

How well pupils respond to and participate in Collective Worship

- Pupils' response to and participation in Collective Worship is good.
- All pupils show interest, respond well and actively participate in Collective Worship.
- Pupils' knowledge of prayer and liturgy is increasing.
- They are becoming familiar with a variety of prayer styles. They appreciate and are open to the Word of God in the scriptures.
- Pupils join in community prayers appropriately and with confidence.
- On the day of inspection pupils experienced inspiring music and images on the interactive whiteboard to enable them to gather their thoughts for worship.
- Opportunities were given for pupils to respond to the Word by reflecting in silence. Pupils acted with reverence and were keen to participate.
- Quality resources are displayed or made for pupils to use on the focus tables.
- Some pupils are involved in preparing and taking part in worship. This good practice now needs embedding by introducing gradual steps in expectations of pupils planning, preparing and leading worship across the school.

The quality of teaching and how purposeful learning is in Religious Education

- The quality of teaching and purposeful learning in Religious Education is good and some of the lessons observed on the day of inspection were outstanding.
- It is consistently effective in ensuring that pupils are interested and engaged and make good progress.
- Teaching encourages pupils' enjoyment of and enthusiasm of Religious Education.
- Teachers ensure there is consistency in behaviour and expectations of pupils.
- Teachers display good subject knowledge and deploy a range of teaching styles to motivate and inspire pupils.
- Teachers provide opportunities for pupils to work independently and collaboratively.
- There are excellent pupil and adult relationships which encourages pupil discussion. Responses given are thoughtful and show good prior knowledge.

- In a well planned lesson observed that explored reconciliation, pupils' interest was captured by remembering their prior learning from a variety of stimulating activities. This included animation, hot seating and conscious alley. The pupils brought a wealth of understanding to the lesson and the teacher was able to challenge pupils using key questions to develop learning.
- On the day of inspection key questions were used effectively in many lessons to challenge learning. There were excellent plenary sessions that furthered pupils' learning. Time was given to reflect on their learning and how it could impact on their lives.
- In the Foundation Stage there are excellent examples of pupils' work. Religious Education is promoting and developing many early skills. Portfolios are used to present *Rejoice* celebrations and this excellent practice should be shared and celebrated across the school.
- Teaching Assistants throughout the school provide care and support to pupils. They are deployed effectively and show sensitivity to pupils needs. They ensure all pupils in their care reach their full potential.
- Some opportunities for Information Communication Technology were used including power points and the use of the interactive whiteboard which maximised pupil learning.
- Teachers take into account pupils' prior learning and work consolidates, builds and extends their knowledge and understanding. Planners are used and show differentiation, a range of activities, some driver words are used and evaluations are given.
- On the day of inspection planners used were detailed and included good understanding of using the driver words to differentiate activities. Weekly plans would now benefit from a consistency in identifying one activity to be differentiated using the driver words.
- In teaching and learning there are very good levels of challenge and pupil expectations. There is some good use of the driver words and pupils are beginning to recognise them. This good practice now needs embedding by making explicit use on, for example, working walls to develop greater use of and understanding of the driver words.
- Effort and achievement at all stages of learning is celebrated.
- Pupils are informed of their progress and how to improve both orally and through marking. Marking is positive, affirming and shows understanding of the learning focuses. There is some developmental marking for Religious Education which needs consistency across the school and to develop manageable ways for pupils to respond to comments made.
- The school has good assessment strategies in place which provides detailed information on the achievement of all the pupils.
- Teachers are able to identify how well pupils are achieving and tackle underachievement. The school tracks the achievement of all the pupils and this good practice should now be embedded. There are plans to track specific groups of pupils across the school.

The extent to which the Religious Education Curriculum promotes pupils' learning

- Overall the extent to which the Religious Education Curriculum promotes pupils' learning is good.
- The curriculum is good in meeting pupils' needs.
- There are many outstanding features which are used to enhance the Religious Education curriculum.
- The school using the *Come and See* programme recommended by the Archdiocese meets the requirements of the Curriculum Directory for Religious Education. Appropriate levels of the programme are being followed in different classes. This ensures complete Religious Education entitlement for each child and meets National and Archdiocesan requirements.

- Of the total curriculum time 10% is allocated to Religious Education. This fulfils the requirements of the Bishops of England and Wales.
- Planning ensures full coverage of the Religious Education programme. Imaginative and well planned strategies are deployed to enrich pupils' learning.
- The school implements new curriculum developments as appropriate.
- The curriculum is customised to meet the needs of groups and individuals.
- The curriculum has been used to link with many areas of school life, such as PSHE and the school council ensures that pupils views are heard and acted on, particularly to enhance areas around the school.
- Care and attention is paid to the school environment. Many areas lend themselves to the Religious Education curriculum, for example, older pupils are invited to add to a mosaic display as they leave the school and all pupils add images and thoughts to a seasonal tree. Outside areas include a woodland, an outdoor classroom, allotment boxes, play areas and a friendship bench.
- There are rich spiritual, moral and vocational activities. The school has held Mission days such as combining CAFOD's *Dig Deep* campaign to scripture and taking care of their own outdoor environment.
- Pupils take part in many after school activities including participation in the *Children's University*. The school promotes competitive sporting tournaments where qualities of sportsmanship and fair play are encouraged and praised.
- The school is in a cluster of other primary schools in the area. Many events are planned together to support and enhance the local community and there are close transition links with the feeder high school.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect for those who think differently. Judaism is taught each year and Islam, Hinduism and Sikhism are taught on a rolling programme.

The quality of Collective Worship provided by the school.

- The quality of Collective Worship provided by the school is outstanding. It reflects the Catholic character of the school.
- Collective Worship has a high profile and is central to the life of the school.
- Children are enabled to pray formally and informally using a variety of prayer methods and styles.
- Collective Worship plays a key part in meeting the spiritual needs of the pupils.
- There are well presented portfolios of collective worship practice from across the school.
- The school provides excellent opportunities for staff to develop the skills in planning and leading Collective Worship. The school evaluation document states, '*we appreciate the need for stillness in our lives and strive to support this time of reflection.*' The delivery of collective worship is thoughtfully presented to ensure that pupils are able to reflect and respond meaningfully in worship.
- Teachers are excellent role models for pupils. Pupils understand the elements needed to prepare, plan and lead collective worship and at times are included in this process. There are firm partnerships between adults and pupils in worship which is now ready to be developed further.
- There are many opportunities provided to enable full, active and conscious participation of the whole school community, for example, nativity plays, carol concerts, welcome and leavers assemblies.
- Opportunities are provided for parents, carers and the local parish to participate in a variety of celebrations of the *Come and See* programme and the Church's liturgical year.

How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are outstanding in promoting monitoring and evaluating the provision for the Catholic life of the school and in the way they plan and implement improvement to outcomes for pupils.
- This is reflected in the school's own Mission Statement. All who form part of the school community including parents, clergy, governors and children were involved in the development and review of the Mission Statement.
- Its aims and practical objectives direct and guide every aspect of school life and are a useful tool by which the school evaluates its effectiveness.
- One of the outstanding ways in which the school presents its Mission Statement is through a beautifully published book. This shows photographic evidence of how the school community is living out each objective linked to their aims in everyday situations.
- Leaders, governors and managers use monitoring data to evaluate the schools performance, celebrate, and plan future improvements.
- The Self Evaluation Document provides evidence of the schools' monitoring, analysis and self challenge. It provides a basis to celebrate strengths and outlines areas for development.
- Leaders, governors and managers at Corpus Christi are deeply committed to the Church's mission in education and are an inspiration to the whole community.
- Governors have full knowledge and understanding of the Catholic life of the school and fulfil their responsibilities. They have effectively helped to shape the direction of the school.
- Governors are regularly invited into school for a variety of events and liturgical celebrations. Regular updates are received from the Headteacher and subject leader regarding the Catholic life of the school.
- The Parish priest visits school on a weekly basis, attending end of week assemblies and celebrates with the school community for liturgical occasions, masses and supports Religious Education topics.
- There are excellent home, school, and parish links through the support for the *With You Always* Sacramental programme. The parish deacon prepares families in partnership with parish catechists and school staff.
- Opportunities are provided for the staff to play an active part in Catholic life and Mission of the school. The headteacher and deputy head teacher attends spirituality sessions through the Archdiocese. There are regular *Come and See For Yourself* reflections, refreshing of the mission statement and speakers are invited to school to enable all staff the opportunity of reflection and spirituality.
- The school provides valuable induction and regular in-service training to enable staff to further understand the Church's Mission in Education and play their unique part in it. All staff members teaching Religious Education either have their Catholic Certificate in Religious Studies or are working towards the completion of it.
- The quality of Collective Worship is a priority for the school. An up to date detailed policy is in place. There is some monitoring which now needs embedding to share good and outstanding practice.
- Parents are consulted regularly and involved in a variety of ways in the life of the school e.g. through home/school diaries, text messaging service, regular newsletters, the school website and a variety of liturgies, celebration and fundraising events.
- There is an active parents association. They fully support and subsidise many events in the life of the school.

- Parent views of the school are very positive. One parent commented, *'There is a real sense of community and compassion towards others. I feel very fortunate that my child's faith and education has been nurtured in such a fantastic school.'*

How well leaders, governors and managers promote, monitor and evaluate the provision for the Religious Education of the school and plan and implement improvement to outcomes for pupils.

- Leaders, governors and managers are good in promoting monitoring and evaluating the provision for the Religious Education of the school and in the way they plan and implement improvement to outcomes for pupils.
- The subject leader is new to the role and has made a real impact. She is enthusiastic, positive, hard working and committed to leading Religious Education. She introduces new initiatives when appropriate by encouraging staff and ensuring they are supported.
- Briefing meetings provided by the Archdiocese are attended regularly. Continuing professional development opportunities are provided for staff. Communication between the headteacher, staff, parents and governors is effective.
- Governors are fully informed of standards in Religious Education which is a standard item at governors meetings. They are made aware of action planning. In partnership with the headteacher and subject leader some governors shared monitoring of Religious Education displays and workbooks.
- Monitoring is in place and data is used to evaluate the schools performance. There is excellent practice for feedback to staff in sharing areas of strength. This good practice can now develop and embed to encourage and keep moving Religious Education forward.
- Good documentation guides and directs all staff in the delivery of the subject. This is updated as necessary.
- Formal assessment tasks are undertaken in line with Archdiocesan guidance. Moderation is completed with staff members and the subject leader is part of a local cluster group to support the schools' findings.
- Assessment information is collated and tracked by the subject leader and shared with the leadership team, governors and parents.
- Curriculum outlines are provided for parents who are consulted on different issues depending on the topic being covered.
- Formal written reports give priority to Religious Education and inform parents of their child's achievements.

What the school needs to do to improve further?

- Continue to implement the Self Evaluation Document using the guidance given in this report. This includes areas in the following:
 - pupils planning and leading worship;
 - embed the use of driver words in planning and teaching and learning;
 - consistency in developmental marking;
 - tracking specific groups of pupils across the school.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

How effective the school is in providing Catholic Education	2
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OUTCOMES FOR PUPILS

How good outcomes are for individuals and groups of pupils	
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	2
How well pupils respond to and participate in the school's Collective Worship	2

PROVISION

How effective the provision is for Catholic Education	
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	1

LEADERS AND MANAGERS

How effective leaders, governors and managers are in developing the Catholic Life of the School	
How well leaders, governors and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan and implement improvement to outcomes for pupils	1
How well leaders, governors and managers monitor and evaluate the provision for Religious Education and plan and implement improvement to outcomes for pupils	2

Key to judgements: Grade 1 is outstanding, Grade 2 good, Grade 3 requires improvement and Grade 4 inadequate
