



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:

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School URN:

119780

Headteacher:

Mr John Hankin

Chair of Governors:

Mrs Janet Butterworth

Lead Inspector:

Philip Mooney

Team Inspector:

Ian Nevitt

Date of Inspection:

28th February & 1st March 2022

INFORMATION ABOUT THE SCHOOL

Corpus Christi is a smaller than average sized mixed Voluntary Aided comprehensive 11-16 Catholic High School. The number on roll had fallen to 518 in 2018. The number on roll has now increased to 747. The proportion of pupils supported by pupil premium funding is well above the national average. Socio-economic indicators show that a high proportion of pupils live in wards where there is a high level of deprivation. The proportion of English as an Additional Language (EAL) pupils is 28%, compared to the national average of 17%. The proportion of those who are from minority ethnic groups is also above national average. The proportion of pupils with disabilities, or who have special educational needs, is in line with national average. The school employs 50 teachers, 4 of whom are part-time teachers. There are 45 support staff, including 10 teaching assistants and one cover supervisor.

PUPILS	Y7	Y8	Y9	Y10	Y11	Total
Number on roll	155	161	159	155	117	747
Catholics on roll	47	47	44	67	46	221
Other Christian denomination	24	30	14	25	15	108
Other faith background	32	37	68	31	30	198
No religious affiliation	52	46	33	29	24	184
No of learners from ethnic groups	20	21	18	19	24	102
Total on SEN Register	10	30	20	12	19	91
Total with Statements of SEN	4	3	2	1	2	12

Exclusions in last academic year	Permanent	9	Fixed term	151	Index of multiple deprivation	E
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PARISHES SERVED BY THE SCHOOL		
Name of Parish	No of Pupils	
St. Clare's	11	
St Maria Goretti	31	
Blessed Sacrament	78	
St John XXIII (English Martyrs)	45	
St Gregory's	43	

TEACHING TIME FOR RE	Y7	Y8	Y9	Y10	Y11	Total
Total teaching time (Hours)	2.5	2.5	2.5	2.5	2.5	12.5
% of teaching time	10%	10%	10%	10%	10%	10%

TEACHING TIME FOR ENGLISH	Y7	Y8	Y9	Y10	Y11	Total
Total teaching time (Hours)	8	8	8	8	8	38
% of teaching time	16%	16%	16%	16%	16%	16%

TEACHING TIME FOR MATHS	Y7	Y8	Y9	Y10	Y11	Total
Total teaching time (Hours)	7	7	7	8	8	35
% of teaching time	14%	14%	14%	16%	16%	15%

STAFFING	
Full-time teachers	46
Part-time teachers	4
Total full-time equivalent (FTE)	48.65
Classroom Support assistants	10
Percentage of Catholic teachers FTE	60%
Number of teachers teaching RE	4
Number of teachers with CCRS or equivalent	4
Number of teachers currently undertaking CCRS	0
Chaplaincy staffing	2

ORGANISATION	
Published admission number	160
Number of classes	29
Average class size KS3	26
Average class size KS4	27

EXPENDITURE (£)	Last financial year 2020-21	Current financial year 2021-22	Next financial year 2022-23
Total expenditure on teaching and learning resources	70000	92000	96600
RE Curriculum allowance from above	6158	9668	10151
English Curriculum allowance from above	9370	14066	14769
Total CPD budget	12000	12000	15000
RE allocation for CPD	N/A	N/A	N/A

How the school has developed since the last inspection

- The school has addressed all the issues identified as areas for improvement in the previous Section 48 Inspection.
- The school has a new Headteacher, new leadership team, and the quality of teaching is improved.
- Parents and families have great confidence in this school; pupil numbers have risen, and the school is oversubscribed.
- Expectations have been raised for educational outcomes including for achievement, progress, attendance, and behaviour.
- Capacity has increased at all levels; this includes the Religious Education team, chaplaincy, and for the school's Catholic mission.
- Systems for monitoring and evaluation show rigour and underpin the tangible desire for improvement.
- Chaplaincy, via Ruth and Joe White and the Metanoia Project, has provided a new impetus focused on formation, and built around the school's Catholic mission.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

1
1
1

CATHOLIC LIFE

RELIGIOUS EDUCATION

KEY FINDINGS

Corpus Christi Catholic High School is an outstanding Catholic school. All in the school have a lived sense of their role in sharing the Church's mission in education, and in forming a community that is "together in One Body". Christ is very much at the heart of this school, and, as a result, it provides a welcoming learning environment in which children are encouraged to flourish, and benefit from the unstinting care that they receive.

The new Headteacher has very much added to developments and progress established over time, and since the last inspection. This is strongly supported by the cohesive work of the leadership team, governors, and staff, who share the drive for ever better standards. Governors and leaders have a thorough understanding of their school and a clear vision for its continued development.

Catholic Life is outstanding because leaders have ensured that Christ is at the centre of this school. Gospel values permeate the systems and practices which make up the daily lived experience for pupils and staff. Leaders and managers, at all levels, are effective in managing and developing the Catholic Life. Prayer and liturgy is given the highest priority and is explicitly developed under the guidance of skilled school chaplains and senior staff. Pupils and their parents value the inherent sense that they are part of a family and the Headteacher brings the strongest witness to this reality.

Religious Education is outstanding. The majority of pupils, in each year group, make progress, and attainment in GCSE is in line with the diocesan average. The department's strong planning, and the high quality of resources, lead to the pupils' enjoyment of lessons. Leadership of the Religious Education faculty shows a strong commitment to the progress of all pupils, and the ability to generate an open and creative approach to teaching. Pupils greatly value the dedication of staff and identify quickly with the school community, and especially with their house and form group.

WHAT THE SCHOOL NEEDS TO DO TO IMPROVE FURTHER

To improve further the school needs to:

- Ensure that pupils engage fully with their responsibility to develop the Catholic nature of the school by:
 - Having a greater input into prayer and liturgy
 - Engaging greater numbers to undertake the Faith in Action programme
 - Developing their liturgical experience using good quality art and music from the cultural heritage of the Church.
- Improve the quality of teaching, learning and assessment in Religious Education by:
 - Ensuring all learners get access to high quality teaching
 - Developing strategies to stretch and challenge less able pupils.

PART A: CATHOLIC LIFE

THE CATHOLIC LIFE OF THE SCHOOL

1

- 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

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1

The extent to which pupils contribute to, and benefit from, the Catholic Life of the school is good. The leadership team and governors show great attentiveness to the task of creating a truly Catholic school. The school environment and conditions for learning are excellent, providing pupils with a secure retreat where they have every opportunity to thrive. All of this is underpinned by an attention to Catholic Life. Pupils are proud of their school, appreciating its value, and they guard it protectively. Pupils' behaviour is exceptional in and around school. There is a genuine sense of stewardship of their environment and in their care towards each other. One student said, 'We all look after each other at school. No matter what the problem is, the teachers will help you.'

Pupils and staff value the work of the school chaplains. Growing numbers of pupils are now involved in a wide range of projects related to the school's mission, including 'Faith in Action,' and charitable causes such as the recent 'Backpack' initiative, which quickly raised over £1700 for needy families. This is a solid illustration of the school commitment to the Church's 'option for the poor'.

Pupils understand how they can contribute to, and gain benefit from, prayer and liturgy, and they show reverence when in groups and at other times of prayer. They respond well to the many opportunities provided to be attentive and reflective at times of prayer. This includes form time, year group liturgy, assemblies, and in lessons. Prayer and liturgy is well-planned and intended to make a real impact on pupils of faith (Catholic and other faiths) and those of no faith. This strategic process, very much led by the chaplains, engages pupils and staff in the process of understanding scripture in the context of living today.

Leaders' commitment to the Catholic faith is authentic and provides a focal point for others. As a result, the school offers a convincing opportunity for Catholic formation in a culture focused on continual improvement.

Pupils' spiritual, pastoral, and academic needs are largely met. This is a direct consequence of the high expectations and well-thought-out improvement strategies of the headteacher and his senior colleagues. This is inspirational for pupils and their families, provides a solid foundation for staff, and offers hope to the community which the school serves. Pupils speak highly of their teachers and show pride in the fact they attend a Catholic school and recognise that it offers much for children, regardless of their faith.

The school engages regularly with parents. The headteacher writes a weekly newsletter which proclaims the school's Catholicity and encourages a deeper reflection on faith. Policies which underpin Catholic Life, have a consistent message ensuring that the school's Catholic ethos remains strong and at the core of aims and practices. It is evident that development of the Catholic Life of the school enjoys an equal prominence in whole school improvement planning.

Staff are committed to the Catholic Life of the school and its development. This is exemplified by the approach adopted to improving prayer and worship in form time. Teachers are self-critical, share resources, and celebrate best practice which levels up experiences for pupils across the school. The sense that this is a Catholic community is undeniable and is reinforced by the excellent relationships seen at all levels. Leaders have ensured that staff, regardless of their own faith, understand how they can contribute to the mission of the school. Typical of this are the excellent displays which are of high quality - particularly those linking their curriculum to vocation and life.

The capacity for further improvement in Catholic Life is strong. Staff comprehend their part in the Catholic mission, and the school is in a strong position to support greater numbers to study for the Catholic Certificate of Religious Studies.

The school has a compelling and thorough approach to Human Relationships and Sex Education. The scheme is incorporated into the wider Citizenship Personal Social and Health Education syllabus, and is underpinned by a clarity of policy, good planning, and expertise in delivery.

Parental feedback shows, overwhelmingly, that their children are happy to be at Corpus Christi, and that Christian values underpin the education of their children who are from different faiths and sometimes none.

Governors are passionate in their support for their school. Frequent visits enable them to have a good knowledge of the strengths, and they contribute to identifying areas for development. Leaders, including governors, are faithful in their commitment to the Church's mission in education.

PART B: RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

1

- 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

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2

Pupils enjoy Religious Education at Corpus Christi. They are enthusiastic, articulate, and passionate when talking about what they learn, and most can establish clear links between what they learn in lessons and how this will be useful to them outside of school.

Pupils aspire to the high expectations set by teachers, and they enjoy Religious Education. Consequently, the standard of work in most books is of high quality, and pupils are proud of this. They understand that Religious Education is at the heart of the school.

Pupils' engagement in lessons is good and, in some lessons, outstanding. Most are keen to play an active role in their learning, but in some lessons, they are not always afforded the opportunity to engage positively.

In the most effective lessons observed, class discussion is used to enhance and develop pupil knowledge and understanding by means of thoughtful questioning. This enables the pupils to articulate their views clearly and concisely; it also allows them to utilise prior learning when discussing a variety of issues. A wider range of creative learning activities in Religious Education, including more collaborative work, would vary the pupils' experience in the classroom, and provide more ways for them to demonstrate their achievements. This is most relevant to lower ability pupils.

All teachers are confident in their subject knowledge and use it expertly in their teaching. Pupils benefit from the guidance offered by teachers. This encourages them to reflect on what they have learnt in lessons by using action points, and dedicated improvement and rewriting time. This encourages pupils to think theologically and philosophically about their work.

Teachers place a strong focus on religious literacy. Staff prioritise the accurate use of technical vocabulary as part and parcel of their everyday teaching. This fits in well with the school's drive to improve literacy. As a result, pupils are confident in their use of religious language, and can use it accurately to talk about difficult concepts, in an age-appropriate way, such as the concepts of forgiveness. During a pupil interview, an excellent discussion about capital punishment illustrated pupils' ability to articulate strong arguments in a cohesive way.

Planning is detailed and facilitates teaching that is at least good. When teaching is outstanding, it is because teachers plan activities that are well matched to pupils' need. This captures their enthusiasm, whilst enabling them to make rapid and sustained progress, using considered and thoughtful questioning.

Leadership and management of Religious Education is strong. The department models an excellent leadership approach that has, as its vision, 'the very best' for each student. The collaborative team of staff are role models for the pupils in creating a thriving Catholic

community where each person is valued and respected, and academic excellence is fostered.

The subject leader has a calm, determined and supportive approach to developing the pupils and staff. He has a clear understanding of what the department needs to improve the standards in teaching and learning. The Religious Education department self-evaluation is very accurate; the subject leader has an excellent understanding of the strengths and areas for improvement, and, with time, these areas, and the actions taken, will bear fruit. The subject leader is very well supported by his team, and the link governor for Religious Education.

The Religious Education curriculum is in a process of continuous improvement. In line with all subject departments, there is a rigorous approach to evaluating curriculum plans, and improvements benefit all learners. The attention to detail in the quality assurance process helps promote the centrality of Religious Education, and its impact on learners.

Departmental documentation is good and has been thoughtfully put together. It is Catholic in nature and has an inclusive feel. It is based upon the Religious Education Curriculum Directory but also celebrates the diversity that exists within the local and school community. Good links are made to the students' journey of faith as well as their educational journey. Development of prayer and spirituality is given prominence through the work and documentation of team members. The importance of acquisition of knowledge, and the development of understanding, is given appropriate regard within the records seen.

SUMMARY OF INSPECTION JUDGEMENTS

Overall Effectiveness	1
Capacity for sustained improvement	1
Catholic Life	1
<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. 	1
<ul style="list-style-type: none"> The quality of provision for the Catholic Life of the school. 	1
Religious Education	1
<ul style="list-style-type: none"> How well pupils achieve and enjoy their learning in Religious Education. 	1
<ul style="list-style-type: none"> How well leaders and managers monitor and evaluate the provision for Religious Education. 	1
<ul style="list-style-type: none"> The quality of provision in Religious Education. 	2

	Pupil Outcomes	Leadership & Management	Provision	Overall
Catholic Life	2	1	1	1
Religious Education	1	1	2	1

