



Corpus Christi Roman Catholic Primary School

URN: 105718

Catholic Schools Inspectorate report on behalf of the Bishop of Salford

05–06 December 2024

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

1

Catholic life and mission (p.3)

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission

1

Religious education (p.5)

The quality of curriculum religious education

1

Collective worship (p.7)

The quality and range of liturgy and prayer provided by the school

1

The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference

Yes

The school is fully compliant with any additional requirements of the diocesan bishop

Yes

The school has responded to the areas for improvement from the last inspection

Fully

Compliance statement

- The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference.
- The school is fully compliant with all requirements of the diocesan bishop.
- The school has fully responded to the area for improvement from the last inspection

What the school does well

- Leaders, including governors, are faithful guardians of the catholic mission of the church. Governors have exercised effective strategic oversight of the development of a school culture based on deep respect for every individual made in the image of God.
- Senior leaders, including RE Subject leader go the extra mile to provide an exceptionally supportive and joyful worshipping community. The quality of relationships at all levels are exemplary and reflect well the school's conscious choice to put Christ at the heart of the school.
- Children love learning about their catholic faith. They approach lessons with great interest, passion and enthusiasm. Children are highly engaged in lessons and respond eagerly to skilful questioning. They relish opportunities in lessons to discuss and debate there growing understanding of religious education. Their behaviour towards each other is exemplary.
- Leaders have invested wisely to develop a rich, stimulating environment that truly celebrates the distinctive nature of Corpus Christi catholic school through high quality resources, displays, prayer spaces and displayed scripture.

What the school needs to improve

- Provide teaching staff with additional pedagogical training to better equip them to support and challenge children to think more deeply for themselves about curriculum content, synthesizing what they have learned in original and creative ways.
- Enrich the skills repertoire of children who participate and lead prayer and worship, giving them the learning tools to plan, prepare, lead and evaluate these sessions.
- Deepen still further the skill of staff to become highly inspirational facilitators of prayer and liturgy so that pupils' participation in prayer and worship is enriched further.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade

Pupil outcomes

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

1

Provision

The quality of provision for the Catholic life and mission of the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school

1

1

The children at Corpus Christi Primary School are confident, enthusiastic and happy. They are able to articulate their understanding of what it means to be unique individuals made in God's image. They are valued and cared for, and at all times show respect for themselves and others. The children are eager to take on a diverse range of leadership roles and responsibilities within school. Children are highly knowledgeable about Catholic social teaching, and speak with passion and commitment about the need to care for others less fortunate than themselves. The *Minnie Vinnies* group describe themselves as, 'the descendants of St Vincent De Paul' and want to take care of the poor and vulnerable. They raise money for charities in many ways; they organise an annual *Colour Run* event, hold cake sales, plan non-uniform days and regularly donate food to a parish-based foodbank. The *Laudato Si'* group at Corpus Christi is well established and highly active. They are inspired by Pope Francis' call to care for our common home and organise practical action such as 'a clean-up' of the local area to make this a reality. Pupils deeply value these leadership roles, but especially the opportunity to be pupil chaplains, whose varied work is deeply embedded in the life of the school.

The mission statement is known, lived and witnessed daily throughout the Corpus Christi school community. All stakeholders display great loyalty and support for the Catholic life of the school. They fully embrace its' core values and mission. Christ is at the heart of this school community and this is reflected in the warm welcome visitors receive. Senior leaders have demonstrated their commitment through long term investment in the physical fabric of the school which fully expresses its distinctive Catholic character. Sacred scripture is prominently displayed throughout. Staff at all levels relish the responsibility to act as role models for children. School leaders have developed a comprehensive RHSE programme that is firmly rooted in the teachings of the Church and truly celebrates a holistic vision of the human person.

The headteacher leads with authenticity alongside a deeply devoted senior leadership team and a supportive, challenging and highly knowledgeable governing board. Leaders have developed a highly productive collaboration with the wider parish community. For example, the *Faith Life* group membership has representatives from across the local community and acts as a key coordinating and

evaluating body. Parents are always welcomed into school and are full of praise for both the quality of education and pastoral care the school provides. Parents are welcomed at weekly celebratory assemblies and are invited to eat lunch in school with their children each year. There is a strong commitment from leaders to staff care and well-being and all staff feel valued. New staff members have an induction programme which includes formation training. Non-Catholic members of staff are particularly well supported. Leaders, including governors are highly supportive of diocesan policies and the Bishops' vision for Catholic education.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

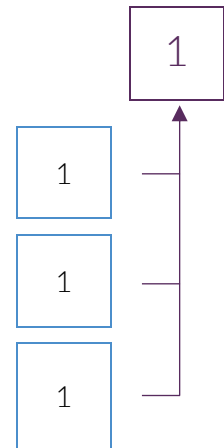
How well pupils achieve and enjoy their learning in religious education

Provision

The quality of teaching, learning, and assessment in religious education

Leadership

How well leaders and governors promote, monitor and evaluate the provision for religious education



Children make excellent progress in religious education lessons because teachers plan highly engaging and creative learning activities that build on prior learning. For example, in one lesson seen, to consolidate children’s understanding of the nativity story, the teacher had glued into children’s books a ‘scratch and reveal’ secret message which captured the children’s curiosity right from the start of the lesson. Work in books, lesson observations and talking to children demonstrates that knowledge and understanding is accumulated over time and fully meets the requirements of the *Religious Education Curriculum Directory*. Children are highly articulate when discussing their learning and recall much significant content. In lessons seen, those pupils with special educational needs were very well supported to take a full part in learning. Children work hard in lessons and concentrate well. In one lesson for older children, pupils worked collaboratively to annotate a famous religious painting. Whilst this was impressive, some children had gaps in their knowledge about the symbols in the painting that prevented them from more fully realising the potential within this learning opportunity. The work in religious education books including floor books is of consistently high standard and comparable to that seen in other core subjects. Teachers use assessment intelligently to track pupil progress.

Teachers have excellent subject knowledge appropriate to the phase in which they are teaching. This includes newer teachers and those from a non-Catholic background because their professional development has been prioritised. Teachers are therefore well equipped to plan thoughtful and stimulating religious education lessons. Teachers have high expectations and convey these effectively to children who are keen to rise to the high challenge. Time is built into lessons to revisit prior learning using “Cully” the dog character who is familiar to children. Teacher questioning is skilful and any misconceptions are quickly addressed. The “big questions” are used by teachers in lessons and this provides important opportunities for children to reflect on the meaning of religious education knowledge content in their own lives. For example pupils make informed moral decisions to care about the natural environment because...’ *it is God’s creation so we need to look after it.* A wide variety of high quality resources – artwork, artefacts, symbols and scripture are effectively woven into high quality lessons.

It is immediately apparent on entering Corpus Christi that leaders, including governors have placed religious education as the central, beating heart of the school's entire curriculum. Religious education is the core of the core and comparable to other core subjects like maths and English in terms of staff training and development, resourcing, staffing and timetabling. The religious education subject leader has successfully realised her high ambition for the subject. Her passionate commitment is clearly evident in the high-quality resourcing and professional support provided to teachers in all phases of the school. Leaders have ensured the curriculum is a faithful expression of the *Religious Education Curriculum Directory*. The delivery of the religious education curriculum has been imaginatively supplemented, for example with powerful elements of catholic social teaching to ensure lessons are creative and inspiring. The religious education curriculum is carefully sequenced to allow children to both consolidate earlier learning and also add new, selected learning content that gradually enables children to create an integrated schemata. Leaders have well established, forensic processes to monitor this curriculum regularly. Monitoring findings are evaluated by leaders and inform well considered strategic future actions.

Collective worship

The quality and range of liturgy and prayer provided by the school

Collective worship key judgement grade

<p>Pupil outcomes How well pupils participate in and respond to the school's collective worship</p>	1	
<p>Provision The quality of collective worship provided by the school</p>	1	
<p>Leadership How well leaders and governors promote, monitor and evaluate the provision for collective worship</p>	1	

Class collective worship has become an established part of the daily life of Corpus Christi from Nursery through to Year 6. Pupils fully participate and respond with great enthusiasm to experiences of prayer and liturgy provided by the school and their class teachers. Pupils' responses to prayer and liturgy are always respectful, reverent and prayerful. Pupils have a thorough understanding of the liturgical year and confidently link this to a range of appropriate prayers. Fully reflecting the Catholic tradition, older children are increasingly confident to plan their own liturgies and are able to select well – chosen scripture. For example, pupil chaplains do this for each Friday morning celebration assembly. Pupil chaplains are enthusiastic in their role and are committing to providing other children with opportunities to grow spiritually. Further opportunities for all pupils to plan, deliver and evaluate prayer and liturgy would have a wider impact.

Prayer is central to the daily life of the school and there is clear evidence of how this is planned out through a school year. A policy for prayer and worship is in place. Sacred scripture reading is evident in all prayer and liturgy sessions. Recorded music is often used to enhance these experiences, for example during the gathering times and during moments of quiet reflection. The changing themes used in prayer and worship reflect the liturgical calendar. All staff are fully committed to supporting these sessions. Staff training has already developed the ability of adult staff to support pupils as the plan, led and evaluate these prayer and liturgy sessions. School leaders should consider further professional development for staff so they can more confidently and more comprehensively support pupils to extend and enrich these prayerful experiences still further. There are regular school masses with significant pupil participation and parents also attend. The harmonious, collaborative relationship between school and parish continues to flourish.

Leaders, including governors, fully understand the importance of prayer and liturgy in the spiritual development of pupils and staff. Governors are faithful guardians of the educational mission of the church and expressed their role as, 'giving the children a sort of spiritual passport they will carry through their lives.' All holy days of obligation and feast days are celebrated. The school's policy on prayer and liturgy is carefully formulated, regularly reviewed and fit for purpose. Leaders have an

understanding of the different levels and skills of participation that are reflective of the age and capacity of children. Further staff professional development will empower staff to more fully support children so they can even more skilfully and with greater ease participate in prayer and liturgy as they mature. Liturgies seen were varied in format, appropriately reverent and joyful opportunities to worship the Lord. Pupils were keen to participate and offered spontaneous prayers. Leaders monitor these collective worship sessions and older pupils can undertake a self- evaluation process to review and improve sessions. Leaders, including governors have given the highest priority to the provision of excellent quality resources and prayer spaces when setting the school budget.

Information about the school

Full name of school	Corpus Christi Roman Catholic Primary School
R	105718
School DfE Number (LAESTAB)	3533358
Full postal address of the school	Corpus Christi Roman Catholic Primary School, Stanley Road, Chadderton, Oldham, OL9 7HA
School phone number	01616521275
Headteacher	Helen Williamson
Chair of governors	Christine Maymon
School Website	www.corpuschristi.oldham.sch.uk/
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	3-11
Gender of pupils	Mixed
Date of last denominational inspection	2016
Previous denominational inspection grade	Outstanding

The inspection team

David Deane
Jane Myerscough

Lead
Team

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement

