

DIOCESE OF LEEDS



DIOCESAN BOARD FOR INSPECTIONS

CANON LAW 806 FINAL INSPECTION REPORT INCORPORATING SECTION 48

THE CATHOLIC LIFE OF THE COLLEGE AND RELIGIOUS EDUCATION

Corpus Christi Catholic College
Neville Road Leeds. LS90TT

| | |
|--|---|
| College URN | 108096 |
| Date of S48 inspection and OE grade | 26-27 th June 2019 Grade 2 (Good) |
| E-mail address | morts@corpusleeds.org |
| Chair of Governors | Mrs. C Hyde |
| Headteacher | Mr. S Mort |
| RE Subject Leader | Mrs. N Sweetman |
| Date and grade of last S48 Inspection | November 2013 Grade 2 (Good) |
| Section 48 Inspector/s | Mrs. M Baines Mrs. K Griffin |

INSPECTION JUDGEMENTS

Inspection Grades: 1 is Outstanding, 2 is Good, 3 Requires improvement in order to be good, 4 is Inadequate

OVERALL EFFECTIVENESS: how effective is the college in providing Catholic Education.

2

The above judgement on overall effectiveness is based on all the available evidence following the evaluation of:

CATHOLIC LIFE

1

RELIGIOUS EDUCATION

2

COLLECTIVE WORSHIP

1

Summary of key findings:

This is a good Catholic college

- Corpus Christi Catholic College is a good college with some outstanding features. The strong sense of community and the welcoming atmosphere that exist in college reflect the college's inclusive ethos, mission and strong leadership.
- Leaders are deeply committed to the Church's mission in education. The principal and his team are relentless in ensuring that Catholic Life, in all its forms, is a key factor in life at the college. It is a core leadership responsibility.
- Excellent pastoral systems have enabled the whole college community to nurture each other. Leaders and managers have guided the college through a difficult period since the last inspection and the cohesion that currently exists is testament to their commitment to their Catholic faith and determination to improve outcomes for those in their care. They are firmly committed to the Church's mission in education.
- The Catholic Life of the college is outstanding. Large numbers of staff and pupils bring their witness of Catholic Christianity in a wide variety of ways.
- The cultural diversity of Corpus Christi is seen by pupils and staff as a strength of the college and a source of inspiration for Collective Worship. Chaplaincy is very strong with outstanding contributions from the lay chaplain, local clergy, experienced staff and the pupils themselves.
- Teaching of Religious Education (RE) is now good and there is some outstanding practice. Work seen in books and in lessons indicated that progress is being made. However, outcomes for pupils require improvement. Leaders now have robust tracking and monitoring systems in place and they are confident that the next set of outcomes for key stage 4 pupils will begin an upward trend.

What the college needs to do to improve further.

- Develop Catholic Character and Virtue education in partnership with the diocese.
- Further enhance the outward signs of the Catholic nature of the college by increasing the amount of pupil work and art displayed across the college.

- Improve outcomes for pupils in RE by:
 - Increasing the percentage of outstanding teaching
 - Further develop differentiation strategies to enable all pupils to access the curriculum

Information about this inspection

The Inspection of Corpus Christi Catholic College was carried out under the requirements of the Education Act 2005 and in accordance with the Leeds Diocesan Framework and Schedule for Section 48 Inspections approved by the Bishop of Leeds. The inspection reviews and evaluates how effective the college is in providing Catholic education. This process begins with the college's own self-evaluation and the inspection schedule follows the criteria set by the National Board of Religious Inspectors and Advisers (NBRIA 2017).

The inspector reviewed in detail the following aspects:

- Observation of all teachers of RE including observation of 'Walking Talking Mocks' for Year 10 pupils. Year 11 were on study leave.
- Work scrutiny. A cross section of pupils' written work in workbooks and assessment booklets in their classrooms. Analysis of assessment results and outcome data.
- Through meetings with the Principal, the senior leadership team, governors, curriculum lead, special educational needs coordinator (SENDCO), Clergy, including the local parish priest, and brothers and sisters from the Franciscan order who are based next to the college, middle leaders, pastoral leaders, lay chaplain, pupil chaplaincy team, resident police officer, parents, ancillary staff and pupils from both key stages.
- Scrutiny of departmental and college documentation regarding Religious Education, Collective Worship, and Catholic Life monitoring, the college DSEF, College Improvement Plan, Department Improvement Plans, governor minutes and progress data as well as college policies on behaviour, worship and PSHE and RSE.
- Two whole college acts of Collective Worship and five form time acts of Collective Worship in addition to observation of protocols around planning for the Diocesan trip to Lourdes, held in college over the first day of inspection.

The inspection was carried out over two days by two inspectors.

Information about this college

- Corpus Christi Catholic College is an average sized 11-16 secondary college situated two miles from the city centre of Leeds.
- The college serves the parishes of Blessed John Henry Newman and Blessed Edmund Sykes. The college is oversubscribed and with 953 on roll this exceeds its PAN by 33. There are currently 82 pupils on the waiting list for September 2019.
- 60% of pupils are baptised Catholic and a further 19% are from other Christian denominations. 4% are from other faith backgrounds and 17% have no religious affiliation.
- Deprivation indicators suggest that the college is in the highest 20% with a significant number of pupils from the top 3% most deprived boroughs in the country.

Disadvantaged pupil figures (Pupil Premium) are above national averages. Pupils are drawn from 15 ethnic groups.

- The number whose first language is not English is above average at 21%.
- The number of those on Education and Health Care Plans (EHCP) is also above the national average.
- The number of pupils classified with disabilities is slightly below average and the same is true with those with special educational needs.
- Attendance figures are currently in line with national averages. The college has had no permanent exclusions for 13 years.
- The college has undergone many changes since the last inspection. Following the critical incident at the college in 2014, leaders, well supported by the diocese and Catholic community, have mitigated the effects of the critical incident and maintained the focus on school improvement. Stable staffing in RE now means there is good capacity for further improvement.
- All canonical and statutory responsibilities have been fulfilled.

Full report - inspection judgements

CATHOLIC LIFE

The Catholic Life of the college is outstanding

| | |
|--|---|
| The extent to which pupils contribute to and benefit from the Catholic Life of the college. | 1 |
| The quality of provision for the Catholic Life of the college | 1 |
| How well leaders and governors promote, monitor and evaluate the provision of the Catholic Life of the college | 1 |

- Almost all pupils appreciate the extensive opportunities afforded them in relation to the Catholic Life of the college. They value and actively participate in retreats, diocesan events and national events including Flame and this academic year in the National Eucharistic Conference. A large number are participating in the Diocesan pilgrimage to Lourdes and others were able to attend pilgrimages to Rome, Ripon and Walsingham.
- Pupils contribute in a planned way to the college's evaluation of Catholic Life through their membership of the chaplaincy teams and on a larger scale when reviewing the college mission statement. The college motto, "Laborare est Orare", to work is to pray, is well known and fully understood by pupils.
- Catholic Life is strong which is reflected in the impact that living in a deeply Catholic environment is having on the pupils.
- Almost all pupils show respect for others and themselves as made in the image and likeness of God. They look out for each other and in particular show their support for the most vulnerable in the college community. They are welcoming and respectful of visitors to the college and demonstrate extremely good manners and behaviour around the college.
- Behaviour is very good. Pupils are given and take opportunities to sit together when methods of restorative justice are employed, showing an ability to forgive and be forgiven. They are quick to congratulate others and celebrate each other's success.

- Almost all pupils enthusiastically embrace the Church's teachings on social justice and are actively involved in fundraising for local, national and international charities. They therefore embrace the demands that membership of the college community entails, not only participating in but also instigating fundraising for charities. Pupils take a lead role in Catholic Life and mission through such activities as; Diocesan Lenten Appeal, Good Shepherd Appeal, HCPT, Catholic Care, CAFOD and their membership of the SVP. They are alert to the needs of others and by their efforts seek justice for all in college and beyond the college community.
- Chaplaincy is a strength of the college and is highly valued by all in the college community. Pupils take an active role in chaplaincy through their membership of the chaplaincy teams, serving the whole college and wider community and on a smaller scale in the context of their form rooms. They are confident in their faith and witness in this regard. The widest possible participation is encouraged. Retreats are fully embedded in the life of the college. All year groups are given different opportunities to take part in reflective retreats, which can be subsidised by the college. They include: pilgrimages to Lourdes, Rome, Walsingham, Ripon and retreats to Soli House, Alton Castle and Ampleforth.
- Almost all pupils take advantage of abundant opportunities for personal support and development offered by the college. Pastoral teams are strong and everyone in the college community knows who to go to for support. The behaviour policy is clear and known by pupils. The services of Catholic Care are frequently used.
- Pupils are confident in their own stage of physical and emotional development and demonstrate maturity in personal spiritual growth.
- Relationships and Sex Education (RSE) is well planned and delivered by specialist staff. Appropriate to their age and capability pupils have a very good understanding of loving relationships and sexual development within the Christian context.
- The college benefits from regular visits by local clergy and the Franciscan Sisters and Brothers. They are well known to pupils and are a charismatic presence about college. This presence impacts positively upon pupils understanding of what it means to have a vocation and joyfully offer your gifts to the service of others. This model of service to others can be seen in the activities of pupils in events across the college in their charitable giving and work for the needy.
- The pupils at Corpus Christi are proud of their college. Almost all pupils have a deep respect for the Catholic tradition of the college, its links with the parish communities and the Diocese. As a result, pupils take an active part in parish and diocesan activities and celebrations. Almost all are confident in expressing pride in their own religion and feel safe in expressing their own cultural identity and beliefs.
- Leaders are deeply committed to the Church's mission in education. The principal and his team, are relentless in ensuring that Catholic Life, in all its forms, is a central factor in life at the college. It is a core leadership responsibility.
- All staff are fully committed to its implementation across the curriculum and the whole of college life. They participate in events which reflect the school's Catholic Mission including worship, retreats and CPD on Catholic Life.
- In the college there is a strong sense of community reflected in good relationships. The centrality of prayer underpins what is a joyful and supportive community.
- The college environment reflects its mission and identity through signs that depict the college's Catholic character. Pupils are proud of their working environment and look after it. There are opportunities for further development to illustrate the Catholic nature of the college, including the display and celebration of pupils' work and art that expresses the mission of the college.
- All staff promote high standards of behaviour. They are effective role models for pupils who look to them for guidance and support. Staff demonstrate high levels of mutual

respect between themselves and between them and the pupils. This is an effective modus operandi when mediating. Pupils say that they trust staff to listen to them and keep them safe. Relationships across the college are strong. Pupils talked in the highest terms about their teachers.

- The college provides opportunities throughout the college year for moral and spiritual development of staff and pupils through Continuous Professional Development (CPD), induction programmes for new staff and retreats. The Vice chair of governors herself took part in last year's induction sessions, "Catholic Foundation Stones", which are jointly delivered by the lay chaplain and local clergy and other guest speakers. She spoke in highly positive terms about the benefits of such opportunities.
- Chaplaincy provision is highly effective. It is led by the lay chaplain supported by a team of experienced staff and pupil leaders and is inclusive in nature. The college's provision for chaplaincy is outstanding and demonstrates its commitment to the Catholic Life of the College.
- Policies and protocols for pastoral care provide the highest levels of support to all pupils. There is a great commitment to the vulnerable and most needy in the college community. The college has a dedicated resource based provision for pupils with complex learning needs. The progress and safeguarding of vulnerable pupils is tracked methodically across the college.
- Staff wellbeing is a priority for leaders and governors. For example, all staff have access to personalised support via the 'Employee Assistance Scheme'. Staff expressed their gratitude for this support.
- Personal, Social, Health and Citizenship Education (PSHCE) and RSE are carefully planned, taught by specialists who embrace Catholic teaching, and their policy and practice has recently been reviewed. The RSE programme is currently under review.
- The college's leadership is deeply committed to the Church's mission in education. Leaders' and Governors' focus on providing high quality Catholic Life for the college community is apparent in their active involvement in Masses and other faith events. They consider Catholic Life to be a core leadership responsibility.
- Provision for Catholic Life is given highest possible priority by leaders. It is reflected in their self-evaluation, in rigorous monitoring and regular focus on Catholic Life. This rigorous monitoring leads to well-targeted, meaningful improvements and developments, which benefit the college community. For example, the review of the retreat programme carried out by the principal and lay chaplain has led to a fuller programme of retreats for the whole college community. Catholic Life is shaped by a large number of groups, including key partners across the parishes and diocese. This outward facing approach is benefiting the pupils at Corpus Christi.
- CPD frequently focuses on Catholic Life. Leaders provide opportunities for induction and further staff formation and personal growth. All staff share and understand the mission of the college. Many make great contributions in delivering Catholic Life CPD.
- Relationships with parents are very good. Those spoken to praised the college staff and leaders in the highest possible terms. The college has successful strategies for engaging with parents. It is particularly successful in reaching those who find it difficult to work with schools. Parents are highly supportive of the college's mission. One parent said, "It feels like she's the only child they teach", another, "Morality here is strong, they understand the needs of the poor". Parents are appreciative of the different methods of communication the college uses and say that they feel included.
- The governing body has high expectations for the Catholic Life of the college and takes an active part in Catholic Life events. Catholic Life is a fixed item on the governing body meeting agendas with regular reports from the principal and lay chaplain. Governors are kept informed of activities and events. They both challenge and support

- the college in this regard. Governors are passionate about the college's mission and work with the principal and senior leaders to ensure Catholic Life is a priority.
- Corpus Christi Catholic College is enthusiastic in its response to diocesan policies and initiatives, is outward facing and actively promotes the Bishop's vision. Any additional requirements of the diocese, for example Catholic character education and RSE programmes, are fully embraced by the college.

RELIGIOUS EDUCATION

Religious Education is good

| | |
|--|---|
| How well pupils achieve and enjoy their learning in Religious Education | 3 |
| The quality of teaching, learning and assessment in Religious Education | 2 |
| How well leaders and governors promote, monitor and evaluate the provision for Religious Education | 2 |

- Progress in RE requires improvement. Some pupils from their varied starting points are beginning to make progress in each key stage.
- Whilst some groups, including those with special educational needs, are making some progress, results following a three-year trend indicate that the majority are not meeting averages in RE. However, the college is now benefiting from a more stable teaching team.
- Most pupils relative to their age, stage and capacity are religiously literate and are largely engaged in their lessons. They are able to use their knowledge, understanding and skills to reflect spiritually and, when questioned, to think ethically and some theologically. As a result of effective questioning by teachers most pupils show an awareness of the demands of religious commitment in everyday life.
- Most pupils are actively engaged in lessons and many are keen to improve their knowledge, understanding and skills. In some lessons a very small minority of pupils showed limited motivation to improve.
- Some pupils work well and are able to articulate an understanding of how well they are doing and what progress they are making.
- Pupils like their teachers and show respect at all times. They are well behaved and concentrate in lessons. Pupils say that they enjoy their lessons, which were often challenging and creatively planned.
- Pupils' attainment and progress as indicated by public examination results require improvement. Progress measures indicate that pupils do not make average progress using diocesan and national measures. Following three terms of rigorous assessment and intervention, the indications are that outcomes for all groups this summer will improve.
- The quality of pupils' current written work, as seen in assessment booklets and workbooks is good. Progress was also identified in the books during a work scrutiny exercise.
- Teachers consistently plan good lessons, linked to pupils' current assessment. Consequently, teaching is good with some outstanding practice seen.
- The college is beginning to reap the benefits of a more stable staff. All teachers seen demonstrated excellent subject knowledge and expertise. They have a good understanding of how pupils learn. The department is working closely with the teaching and learning lead on the senior leadership team and together they are moving the

department forward. This close working relationship is beginning to bear fruit in terms of progress for pupils.

- Teachers work hard to motivate pupils in lessons. Lessons are thoughtfully planned, with a range of strategies for less able learners. A limited range of pedagogies was employed to reach pupils who find it difficult to access the curriculum. Some differentiation techniques were however very successful.
- Teachers are able to manage time well and evidence was seen of pupils' progress across a sequence of lessons. Helpful booklets which allowed for a recapitulation of skills and knowledge from previous lessons are used and are proving effective.
- Teachers question well. Behaviour for learning is good and this allows teachers to extend points, adapt and explain when the occasion demands.
- Resources are used well, and IT is used effectively. In a number of lessons religious artefacts were also effectively used.
- Teachers in the RE department have high expectations of the pupils and themselves. They are committed to self improvement in order to benefit the pupils they teach. All have attended exam board training for GCSE RE. Most pupils know how hard their teachers work and are grateful and respond positively.
- Pupils are given the opportunity to respond to teacher marking and a number of strategies are in place to indicate to pupils what they need to do to improve. Dedicated Assessment and Reflection Time (DART) systems are incorporated into all schemes of learning. Self and peer assessment are used to assess progress. The RE department has implemented the PiXL methodologies, a priority in the college development plan. A number of the techniques employed are effective, including "Walking Talking Mocks" for Year 10 pupils. This is an effective way of revising for mock exams in real time settings.
- Leaders and governors ensure that the RE curriculum meets the requirements of the Bishops' Conference in every respect. Both key stages have 10% curriculum time allocated to the teaching of RE.
- The RE department has full parity with other core subjects in terms of staffing, resources and CPD. It is considered by leaders and governors as a core subject.
- The frequent monitoring and self-evaluation systems created by leaders and implemented by them are an indication of their commitment to reflect continually and rigorously monitor RE. Self-challenge is informed by current best practice, with highly experienced leaders in RE on the senior leadership team as well as the governing body. Following last year's disappointing results, the principal sought external support from the Diocesan Specialist Subject Leader for RE. This has resulted in very well targeted planning and strategic action, which is going some way towards creating good outcomes for pupils.
- Leaders and governors have worked tirelessly to ensure that a stable RE department is in place. They ensure that RE is imaginatively and thoughtfully planned. The vice principal works closely with the curriculum leader to ensure that all groups of learners are making progress.
- The RE curriculum lead is passionate about her subject, has excellent subject knowledge, and is committed to developing expertise across her department. This is already producing good and, in some cases, outstanding teaching and learning.

COLLECTIVE WORSHIP

Collective Worship is outstanding

| | |
|---|---|
| How well pupils respond to and participate in the college's Collective Worship | 1 |
| The quality of provision for Collective Worship | 1 |
| How well leaders and governors promote, monitor and evaluate the provision for Collective Worship | 1 |

- Collective Worship is at the heart of the college and considered by parents, staff and pupils to be a key part of every day. In a recent survey of Year 10 parents 100% agreed that the 'College promotes the Catholic faith and contributes to the development of my child's spirituality'.
- Acts of Collective Worship are thought provoking, engaging and create a heartfelt response from the pupils. Pupils like Collective Worship. They are respectful and prayerful and show reverence as they participate in the college prayer.
- Pupils were seen to prepare and lead Worship in a joyful and confident manner. A wide range of methods of prayer and worship was observed including traditional and reflective prayer and video clips. The lay chaplain and her team are creative in their planning. In Year 10 Collective Worship pupils were seen to be uplifted by the worship which was delivered by Year 8 pupils and a senior leader.
- Almost all pupils know about the Church's liturgical year. Pupils from across the age range were highly articulate when asked about the seasons and feasts.
- The college has more than 10 altar servers across the age groups who are willing to serve at the college Masses throughout the year.
- Pupils know the college prayer well and were able to recite it. They are adept at using a wide variety of prayer styles including traditional and contemporary approaches. The use of artefacts and liturgical music was observed. The vast majority of pupils value and take a regular part in voluntary acts of worship and prayer. Pupils are confident in their faith and are happy to lead prayer and readings.
- Irrespective of their ability or faith background pupils' experience of living and working in a faith community with such strong Catholic ethos is having a profound effect on their spiritual and moral development. Pupils have a sense of respect for pupils from other faiths which can be seen in their interactions around college and in the way they participate in prayer and liturgy.
- Praying together is part of daily life for pupils and staff. Collective Worship is central to the life of the college and forms a key part of all college celebrations. For example, to celebrate the college feast day of Corpus Christi, the whole community processed with the Blessed Sacrament.
- Collective Worship is well planned and a themed programme is in place, which reflects the Church's liturgical year. The lay chaplain, her team and staff from across the college work closely together to support college Masses, weekly voluntary Mass and the many events throughout the year. Staff commitment is commendable and this model needs to be shared and adopted across the diocese.
- Leaders believe that Collective Worship is the key to all that happens in college. It is given a high priority and the lay chaplain meets every two weeks with the principal to discuss plans. An excellent level of quality assurance is in place ensuring that such events are cherished by everyone. Collective Worship is prized by the whole college

community. Liturgical music has a high status: the college has created a part time post for a music teacher to oversee the college choir and provide musical support at all Masses and services.

- All relevant staff are highly experienced and therefore have a deep understanding of the Church's liturgical cycle, its seasons, feasts and events.
- Staff are highly skilled at helping pupils to plan and deliver high quality Collective Worship. High quality resources are available in every classroom should pupils need a reference point. Staff understand the need for, and can employ, a variety of prayer styles. These are appropriate to the liturgical season and situation.
- Worship, in a variety of forms, has the widest possible audience within the college community and often beyond. Parents are invited and governors frequently attend events.
- College leaders, including the principal and the senior leadership team and lay chaplain, all have expert knowledge in the planning and delivery of high-quality Collective Worship. They put their faith into action by sharing this expertise with others.
- Leaders and governors have a deep understanding of the Church's liturgical year. They plan events around the Church's calendar and coordinate with diocesan events.
- Such events are made accessible to pupils in a contemporary context, an example being participation for a wide group of pupils in diocesan events such as Flame. Collective Worship is the corner stone of all retreats and pilgrimages.
- Leaders at all levels are outstanding practitioners of Collective Worship and as such act as models for both staff and pupils. They promote planning and regularly meet with chaplaincy teams. They attend weekly year group assemblies, year group masses and other services throughout the year, a number of which are held in the college's own chapel where the Blessed Sacrament is reserved in the tabernacle.
- The lay chaplain provides written termly reports which include feedback on the quality of Collective Worship. This feedback is incorporated into the principal's report to governors. There is a Catholic Life forum which gathers all staff to contribute to the evaluation of Collective Worship. There is a dedicated Catholic Life link governor who meets regularly with the lay chaplain. Together they monitor Collective Worship and this contributes to the college development plan and the Diocesan Self Evaluation Form.
- Professional development of staff incorporates liturgical formation and is led by senior leaders, the Franciscan sisters and the local parish priest. Staff are given support and training in the effective delivery of a daily act of Collective Worship and this is having a great impact on the quality of Collective Worship at the college.