

**DENOMINATIONAL INSPECTION  
REPORT (Section 48)**

on

**THE CATHOLIC LIFE OF THE SCHOOL  
AND RELIGIOUS EDUCATION**

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**School:** Corpus Christi Catholic Sports College

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Preston  
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**School URN:** 119780

**Headteacher:** Mr Martin Callagher

**Chair of Governors:** Mr Stephen Gray

**Inspectors:** Mr Anthony Finnerty,  
Mr John Young and Fr Michael Docherty

**Date of Inspection:** 25<sup>th</sup> and 26<sup>th</sup> May 2011

The inspection report is produced for the Rt. Reverend Michael Campbell O.S.A., the Bishop of Lancaster (c.f. Code Canon Law, 804, 806), and for the Governing Body of the school (Education Act 2005, Section 48). The inspection reviews, evaluates and plans further improvements in the school's witness to the Catholic faith and Curriculum Religious Education. This process begins with the school's own self-evaluation.

The inspection schedule follows criteria set by the National Board of Advisers and Inspectors.

## INFORMATION ABOUT THE SCHOOL

Corpus Christi is a smaller than average secondary school in Preston. It has specialist status for sport and technology. It serves a wide area including districts of significant deprivation. The proportion of students known to be eligible for free school meals is above the national average. The number of students who speak English as an additional language is also above average. The percentage of students from minority ethnic groups is slightly below the national average. The percentage of students with special educational needs and/or disabilities is below the national average.

## FACTUAL INFORMATION

### Pupil Catchment:

Number of pupils on roll:	745
Planned Admission Number of Pupils:	170
Percentage of pupils baptised RC:	68.5%
Percentage of pupils from other Christian denominations:	15.3%
Percentage of pupils from other World Faiths:	16.2%
Percentage of pupils with no religious affiliation:	02.3%
Percentage of pupils from ethnic groups:	20.5%
Percentage of pupils with special needs:	01.9%

### Staffing

Full time teachers:	52
Part time teachers:	2
Percentage of Catholic teachers:	63.0%

### RE Department Staffing:

Number of full time RE teachers:	3
Number of part time RE teachers:	2
Percentage of Catholic teachers:	80%
Percentage of teachers with CCRS:	80%

### Percentage of learning time given to RE:

Yr7	8%	Yr 10	10%
Yr8	8%	Yr 11	10%
Yr9	8%		

### Parishes served by the school:

The Blessed Sacrament	160	English Martyrs	63
St. Clare	60	St. Gregory	71
St. Maria Goretti	70		

## **OVERALL EFFECTIVENESS**

**How effective the school is in providing Catholic education**

**2**

**The school's capacity for sustained improvement**

**1**

### **MAIN FINDINGS**

Corpus Christi is a Catholic College where staff and students have forged a happy, wholesome and welcoming community seeking to live out gospel values. The Refectory might be taken to symbolise the ethos of the entire college, an open and light-filled space with tables at which pupils and staff sit side by side; it is a human space which allows the Divine to enter. The commitment of all who work within the school ensures the best opportunities for a good Catholic education with students who are well equipped with the skills for life-long learning. Students recognise that the head teacher and senior leaders have high expectations for each one of them to reach their full potential. A pupil remarked: "This school cares about people of all abilities and backgrounds. They want the best for everyone." These expectations are supported by strong systems both academic and pastoral focused on raising achievement at every level. The spiritual life of the school is expressed in daily acts of worship and opportunities for reflection.

Outcomes for pupils are satisfactory overall with some good aspects. The learning and progress of pupils in RE and their attainment are satisfactory. There are areas for significant development here and the college is determined to promote this. Pupils respect RE and appreciate their teachers. They both contribute to and gain from the Catholic life of the school. Pupils feel cared for and they know they are safe. Collective Worship is a strong feature of the college, with prayer integral to pupils' lives in school.

Leaders and managers provide strong, strategic leadership and direction in order to ensure that high standards and expectations will be maintained in the future. The outstanding Christian leadership of the head teacher has nourished a culture where nothing but the best will do but within which no-one is discounted. All members are valued at a human level as individuals within the one body. Dramatic improvements in many areas of the life and work of the college are readily evidenced. These, combined with rigorous monitoring and honest and accurate self-evaluation of all aspects of College life, demonstrate that there is outstanding capacity for continued improvement.

## **What the school needs to do to improve further**

- Ensure that all lessons are at least good through provision of support for the Head of Religious Education in leading improvement in learning in the department.
- Offer professional development opportunities to staff in the RE department to assist the quality of provision.
- Provide further formation for staff and pupils which will extend their skills and confidence in the preparation and delivery of Collective Worship.

## **PUPILS**

### **How good outcomes are for pupils, taking particular account of variations between different groups**

2
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Taking account of the different groups and all aspects of school life, the outcomes for pupils are good. The enjoyment and achievement of pupils of their learning in Religious Education is satisfactory. Some pupils make the progress expected given their starting points. Some, although not the majority, may make good progress. Standards of attainment in the final key stage are below average. Most pupils' standards of attainment are lower in comparison with other core subjects. At the end of KS3, 27-75% attain level 5/6 and at the end of KS4, 4-8% of pupils attain A\*-A grades at GCSE, 36-37% attain A\*-C and 80% attain level A\*-G. The recent interventions regarding new tracking systems and a change of exam board have great potential for improved outcomes.

Corpus Christi is an inclusive community; the college draws from a wide area and has a broad socio-economic mix. Students recognise themselves as active members who work well as part of that community. They respond positively to each other and are able to identify needs and organise appropriate actions to support others. Students are extremely proud of their College and what it represents and, as a result, they willingly participate fully in ensuring the Church's mission is lived out and is central to College life. Students benefit greatly from the nurturing atmosphere within which high standards and expectations are set and an equally high level of support is provided. Responding to the needs of others is a feature of everyday life. There is a culture of respect and care which pervades all aspects of school life. The benefit to students in their own moral and spiritual development is obvious and they are confident in their responses and opinions. Local clergy are regular visitors to the college. The chaplaincy provision enhances the spiritual lives of students and they speak very warmly of the Lay Chaplain and the positive impact his work has on them.

Students respond positively to Collective Worship. Invariably there is a strong sense of respect. In classes students readily participate in prayer and sometimes make thoughtful contributions of their own. They are comfortable articulating and relating to Christian values. They appreciate opportunities to pray for themselves and for others, especially in times of need. Students benefit from the atmosphere created by the use of varied media in assemblies and during liturgical celebrations. Even greater impact would result from deepening student involvement and preparation. Mass is celebrated each week in the college chapel and also to mark significant moments in the life of the school.

## **LEADERS AND MANAGERS**

### **How effective leaders and managers are in developing the Catholic life of the school**

<b>1</b>
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The mission of the Church is the central driving force behind the work of College leaders. Staff, parents and governors refer to the vision, commitment and example of the college leaders. An authentic witness at the core of the college makes its Catholic life visible and tangible. So central to the whole community is this Catholic life of the college, that its monitoring and evaluation are constant and natural processes, carried out in partnership with all and leading to positive outcomes.

Leaders and managers have a range of sophisticated monitoring activities relating to provision with in-depth analysis of student progress. Meetings to discuss progress are routine and tightly focused. Robust systems have been introduced and they ensure an integrated approach across the whole school for the benefit of all pupils. Pastoral care and mentoring are embedded in the school's life and enrich the learning opportunities of many students in Religious Education.

There is a good partnership between the school and the governing body and governors have good working relationships with senior leaders. Their participation in the spiritual dimension ensures they have contact with parents, students and staff. The governors are involved and engage in the monitoring of the Catholic life of the school particularly through their committees. There are opportunities for consultation and feedback on key events. They are fully aware of areas for development in the school's Catholic life.

The head teacher and senior leaders of the school have developed effective links and partnerships outside of the school community which have promoted Catholic learning and student well-being. The links with parishes through the Pastoral Area Youth Co-ordinator are outstanding. This is a valuable asset to the school and an example of excellent practice.

The school support system links to many external agencies to maximise appropriate support for individual student needs. There is also a clear link between the school and its associated Primary Schools; this is a key strength and one which supports transition. Partnerships with the Youth Mission Team have enhanced the faith life of students and the impact of the recent Mission is clear. These links enrich the already strong features of the school.

The inclusion of all reflected in the school's motto '*unum in corpore uno*', is a part of the shared vision which leaders and managers communicate successfully. As one pupil said: "...you can make friends easily here." Pupils take justifiable pride in the respect and interest they are able to show towards each other's cultural and social differences. There is appreciation of the many opportunities which the school provides to develop this interest and enhance mutual respect. Pupils also value structured discussions in Religious Education which allow expression of different ethical standpoints; some of which emerge from different religious traditions. Leaders and managers work with pupils to enable participation in activities and fund-raising which connect them with the most needy and marginalised.

## **PROVISION**

### **How effective the provision is in promoting Catholic education**

<b>3</b>
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Teaching is satisfactory and there are no endemic inadequacies across year groups. Pupils generally show interest in their learning and make progress that nearly matches their capabilities. Teachers are dedicated and desire the best for their pupils. Some pupils make adequate progress in Religious Education. There is a good range of resources, including current technology to support learning. A variety of strategies ensures that pupils are generally engaged by their work and behaviour is such that little time is wasted. Following college policies, pupils receive feedback about their progress and how to improve, individually and as a class, through marking and dialogue with adults. The department has made improvements in these areas over the past couple of years.

The school has a useful and increasingly accurate picture of pupils' achievement in Religious Education. Appropriate interventions, triggered by tracking, are taken to tackle identified areas of underachievement. Pupils sometimes engage in peer assessment. At Key Stage 4 the school's impressive assessment tracking system enables pupils to understand their current progress and indicates generally how they can improve. Having set challenging targets for pupils, progress towards these is regularly monitored.

The department has recently embraced assessment of Levels of Attainment at Key Stage 3. These are being employed with increasing expertise. Again, the department is tracking pupil progress effectively using the whole school system. This serves to motivate students and to allow focused and rapid intervention to be made in response to underachievement. The department makes use of 'Assessment for Learning' strategies including peer and self-assessment but assessment is not employed with consistency at all key stages and diagnostic feedback is not given frequently enough.

The Religious Education curriculum is framed to suit pupils' needs, interests and aspirations. It has the potential to provide a good preparation for the next stage of their lives, whatever their capabilities. When it is effectively delivered it ensures that they are taught the knowledge and skills which they need. Recent adjustments to the curriculum have taken into account the rich variety of faith backgrounds among the Corpus Christi population. The requirements of the Bishops' conference are largely met at Key Stage 4, but are not yet fully met at Key Stage 3.

Provision for Collective Worship is good. Acts of Collective Worship are given high profile and are well resourced. Prayer is part of the daily life of the school and punctuates the day. On the whole it is relevant and takes into account the diverse backgrounds, ages and aptitudes of students. It is well-resourced and delivery is monitored. Staff and pupils pray together. There is a range of formal and informal opportunities for daily prayer. Attendance by parents and others associated with the school is facilitated and encouraged. Themes are consistent with the Catholic character of the school and responsive to the religious diversity among pupils. There are facilities for pupils with different beliefs to practise their faith during key festivals or on holy days. However, the quality of provision varies, particularly in tutor groups. Staff training and additional resources have increased the confidence and competence of staff and this needs to continue to ensure that all students experience a variety of prayer methods and styles. The school effectively engages staff, parents, carers and local parishes in good quality liturgical events.

## SUMMARY OF INSPECTION JUDGEMENTS

Key for inspection grades:

Grade 1    **Outstanding**    Grade 2    **Good**    Grade 3    **Satisfactory**    Grade 4    **Unsatisfactory**

<b>Overall effectiveness</b>	<b>2</b>
<b>The school's capacity for sustained improvement</b>	<b>1</b>
<b>How good outcomes are for pupils, taking particular account of variations between different groups</b>	<b>2</b>
• how well pupils achieve and enjoy their learning in Religious Education	3
❖ the quality of pupils' learning and their progress	3
❖ the quality of learning for pupils with particular learning needs and/or disabilities and their progress	3
❖ pupils' attainment in RE	3
• the extent to which pupils contribute to and benefit from the Catholic life of the school	1
• how well pupils respond to and participate in the school's Collective Worship	2
<b>How effective leaders and managers are in developing the Catholic life of the School</b>	<b>1</b>
• how well leaders and managers promote, monitor and evaluate the provision for the Catholic life of the school and plan improvement to outcomes for pupils	1
• how well leaders and managers monitor and evaluate the provision for RE and plan for improvement to outcomes for pupils	2
• the extent to which the governing body provides effective challenge and support for the Catholic dimension of the school so that weaknesses are tackled decisively and statutory and canonical responsibilities met	2
• how well leaders and managers develop partnerships with other providers, organisations and services in order to promote Catholic learning and well being	1
• how effectively leaders and managers promote community cohesion.	1
<b>How effective the provision is in promoting Catholic education</b>	<b>3</b>
• the quality of teaching and purposeful learning in Religious Education	3
• the effectiveness of assessment and academic guidance in Religious Education	3
• the extent to which Religious Education curriculum meets pupils' needs	3
• the quality of Collective Worship provided by the school	2