

Corpus Christi Catholic High School

URN: 401891

Catholic Schools Inspectorate report on behalf of the Most Rev. Mark O'Toole Archbishop of Cardiff

05–06 October 2023

Summary of key findings

Overall effectiveness

The overall quality of Catholic education provided by the school

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

2

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

2

The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference

Yes

The school is fully compliant with all requirements of the diocesan bishop

Yes

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

Fully

2

What the school does well

- Corpus Christi Catholic High School offers an inclusive welcome to all, where students feel valued for who they are and what they achieve.
- Students understand fully how Catholic virtues apply to their everyday lives and articulate this very well.
- The religious education department is well led and all members of the department make a significant contribution to students' spiritual and moral development.
- Relationships between students and staff are strong, which creates an environment where students are able to learn in a purposeful way.
- Leaders model the caring Catholic ethos which permeates all aspects of the work of the school.

What the school needs to improve

- Continue to develop student leadership to provide further opportunities for students to plan and lead activities that reflect the Catholic life of the school.
- Embed the feedback policy in religious education so that students are confident in knowing precisely what they need to do to improve their work and all students achieve the best possible outcomes, particularly boys at Key Stage 4.
- Ensure governors formalise the systematic monitoring and evaluation of all aspects of Catholic life and mission, and collective worship.

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

2

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

2

2

Corpus Christi Catholic High School is explicitly a Catholic school which reflects the belief in the distinctiveness of every individual made in the image and likeness of God. The school's motto 'Together we are the body of Christ' enables students to engage with activities promoting the Catholic life and mission both within the school and in the local and wider community. However, the number of activities available is limited and this needs to be developed. Students have opportunities to take on leadership responsibilities and are proud of their school. They feel able to express pride in their own religious and cultural identity and beliefs. The behaviour of students is very good in lessons and around the school. Strong and positive relationships based on mutual respect are evident and students respond well to the school's personal support and development opportunities. As a result, students are happy, confident and secure in their own stage of physical, emotional and spiritual growth. Nearly all students know what is expected of them to ensure that they are able to learn in a purposeful way. The 'star position' is used effectively to gather students at the beginning of lessons, and during lessons as a signal that they need to listen attentively.

The school mission statement and cluster vision clearly expresses the mission of the Church and underpins the life of the school. The 'Corpus Christi Pupil Profile' enables students to speak confidently about Catholic virtues and how they have been 'learned and wise', and 'eloquent and truthful'. The pupil profile is evident throughout the school and is referred to effectively in the daily life of the community. The school's environment reflects its mission and identity through obvious signs and images which are clearly visible throughout the school. All staff are supportive and encourage students to put 'Christ at the centre of all that we do' so that they become the best version of themselves. There are a number of opportunities to celebrate

success through assemblies and praise points linked to the Catholic pupil profile. Student well-being is promoted effectively in a variety of activities and students are encouraged to be healthy and safe and articulate this well. An example of this is the promotion of the need to eat healthily. Personal, social and health education (PSHE) is provided and relationships and sex education (RSE) is taught as part of this. *'Ten Ten'* and *'A Fertile Heart'* are the programmes of study being used.

Leaders and governors have a shared understanding of their responsibilities in leading a community of faith. They have a clear and ambitious vision for the school and are committed to strengthening this further. The headteacher provides inspirational leadership and is ably supported by a dedicated leadership team. The governing body is informed about the Catholic life of the school through the headteacher's report, visits and meetings with the student council. However, the monitoring and evaluation needs to be formalised in order for the school to continue to make progress in the area. Staff identified professional development on mission and ethos at the start of term which is reinforced during staff prayer on Friday morning. The religious education subject leader provides ongoing support to all staff on the delivery of prayer and each department has written a department prayer which is used at the beginning of every respective lesson. Each department understands how their subject contributes to the Catholic ethos and supports students' spiritual and moral development well. Leaders and governors support diocesan events and outreach work includes collaboration with local primary schools and St David's College.

Religious education

The quality of curriculum religious education

Religious education key judgement grade

Pupil outcomes

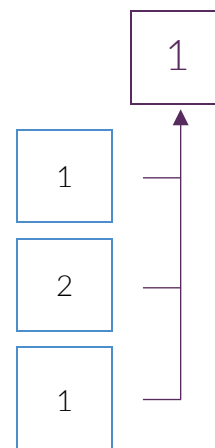
How well pupils achieve and enjoy their learning in religious education

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



Students are engaged in a variety of meaningful activities. They are enthusiastic and clearly enjoy the opportunities provided to discuss and reflect spiritually, ethically and theologically, and to consider the implications of religious commitment in every day life. Behaviour in lessons is consistently very good and acknowledges the dignity of all present in the classroom. The positive attitude to learning demonstrated by most students is enhanced when they are engaged in challenging activities and exploring complex ideas. Key vocabulary is revisited regularly which supports students in becoming religiously literate. Most students use religious language confidently and in context. One year 11 student explained the meaning of 'magisterium' eloquently, demonstrating secure knowledge and understanding. The department provides very good support for learners of all abilities through writing frames, templates for answering evaluation questions, and key vocabulary sheets. The school has made an outstanding effort to remove all barriers to learning. Results in GCSE religious education are consistently high and above those achieved nationally. However, a significant gap remains in the attainment of boys compared to the results achieved by girls. The quality of students' work in books is good and written work is well presented.

Teachers clearly understand the value of religious education, which is successfully communicated to students. The quality of teaching is consistently good and most teachers have strong subject knowledge which enthuses students. In the best lessons, teachers ask incisive questions to both test and develop students' understanding of the topics being taught. The best lessons build upon prior learning and combine thoughtful teacher input with a range of challenging tasks, including individual, pair and group work, with learning actively monitored by the teacher. However, this is inconsistent and best practice should be shared across the department so that all students experience the same high quality teaching in the classroom.

Lessons are generally well planned and opportunities for creative work are evident in books at Key Stage 3. Where questioning is used effectively, it provides appropriate challenge and promotes higher level thinking. However, too much reliance on closed questioning was used in lessons observed so that opportunities were missed to develop understanding. Students appreciate the use of 'glow and grow' when feedback is provided. Teachers mark work regularly and provide useful comments in many lessons. However, not all comments are detailed enough to enable students to fully understand what they need to do to improve their work effectively.

Leaders and governors have ensured that religious education receives the curriculum time allocation required by the Bishop's Conference. Religious education is comparable to other core curriculum subjects in terms of budget, staff professional development, resources and staffing. Additional funding is also made available for faith development. The religious education department is a strong team and is very well led by the dedicated and enthusiastic subject leader. Learning walks and book reviews occur as part of the school's regular monitoring processes. There is a clear focus for development with 'impact reports' being written each half term to further inform school improvement planning. Teaching and learning remains the focus for development and accurately reflects the needs of the school so that they are able to continue to improve. Student voice is used effectively to inform future development and focusses on the 'six principles of excellence'. Department improvement planning is detailed and reviewed annually. The school has undertaken detailed work to develop Curriculum for Wales and schemes of work in religious education are being reviewed to ensure they meet the requirements of the *Religious Education Directory*. This will support the development of a consistent approach to pedagogy across the department.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

1

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2

2

Corpus Christi is a prayerful community where students' response to, and participation in prayer is good. A calm and peaceful ethos permeates the school and reflects the variety of ways of praying that have been developed. The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of many students, irrespective of ability or faith development. However, students' active participation in the planning, preparation and delivery of prayer and liturgy is underdeveloped. Most students have a well developed sense of respect for the beliefs of those of other faiths and acknowledge that this adds to the richness of the community as a whole. Lead by the school chaplain, students benefit from the work of the youth chaplaincy team, the Young Missionaries of Mary, and the school and faith council who lead on stewardship. The chapel is a calm and reflective space and is open to students to pray throughout the day. However, the chapel is too small and does not support the learning environment of the school well enough, as whole year groups are not able to celebrate Mass in the space provided. A prayer space is provided for students of other faiths to pray and supports the inclusive nature of the school as a whole.

Prayer and worship is integral to the life of the school community and is part of the daily experience of all students and staff. There is a clear policy for prayer and liturgy which outlines the manner and timing of prayer and worship. Themes are linked to the liturgical calendar and the Sacrament of Reconciliation is available to students at key points during the year. Masses for years 9 and 10 were celebrated during the inspection to mark the beginning of the new academic year and were truly joyous occasions. Retreats have been reintroduced with students in year 7 visiting Christ the King Catholic Church. A retreat for 10 to Kintbury is planned for later in the year. The Young Missionaries of Mary meet in the chapel weekly to say the rosary and this is well led by the students themselves. Students from other faiths, and indeed no faith

at all, are supported and feel that they are welcomed and valued members of the school community. Students articulate that they are aware of different ways of praying and the Examen is used extremely effectively at the end of each week before students go home. This reflection allows students to make connections between current issues being experienced by communities around the world and the impact this has on their daily lives.

Leaders are experienced in planning and leading prayer and liturgy that engages students and staff. Students believe that prayer is a high priority for the school and that all staff value prayer through the example and witness they give. Staff articulate that good practice is shared and report that they feel confident in delivering prayer with students. Form tutors acknowledge the importance of taking account of the different experiences of prayer students have in order that everyone feels able to participate. The work of the religious education department is making a valuable contribution to the prayer life of the school and provides excellent role models to students and staff. Opportunities for students to contribute to the evaluation of prayer is evident through student voice. However, this needs to be developed further. The governing body is kept fully informed about the prayer life of the school through the headteacher's report and by attending Mass and other important celebrations during the year.

Information about the school

Full name of school	Corpus Christi Catholic High School
School unique reference number (URN)	401891
School DfE Number (LAESTAB)	6814611
Full postal address of the school	Corpus Christi Catholic High School, Ty Draw Road, Lisvane, Cardiff, CF23 6XL
School phone number	02920761893
Headteacher	Mr Patrick Brunnock
Chair of Governors/Trustees	Mrs Kath Brown
School Website	https://www.corpuschristihs.co.uk
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Secondary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	11 – 16
Gender of pupils	Mixed
Date of last denominational inspection	9 – 11 February 2015
Previous denominational inspection grade	Excellent

The inspection team

Mr Garry Maher
Miss Rebecca Moore

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