



# **DENOMINATIONAL INSPECTION REPORT**

incorporating Section 48 and Canonical Inspection under Canon 806 on  
behalf of the Archbishop of Southwark

**URN 102594**

**Corpus Christi Catholic Primary School**

**Chestnut Grove**

**New Malden**

**Surrey**

**KT3 3JU**

**Inspection date: 12 June 2019**

**Chair of Governors: Ms Maria Major**

**Headteacher: Mrs Marie Baxter**

**Inspectors: Mrs Ann Oddy**

**Mrs Helen Frostick**

## **EDUCATION COMMISSION**

St Edward's House, St Paul's Wood Hill, Orpington, Kent BR5 2SR  
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**Director of Education: Dr Simon Hughes**



### Key for inspection grades

Grade 1	Outstanding	Grade 3	Requires improvement
Grade 2	Good	Grade 4	Inadequate

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

Corpus Christi is a voluntary aided Catholic primary school. It is situated in the Kingston Upon Thames Deanery of the Archdiocese of Southwark. It is maintained by Kingston Upon Thames Local Authority. The principal parishes which the school serves are St Joseph's, New Malden and St Pius X, Norbiton. The proportion of pupils who are baptised Catholics is 77%. The average weekly proportion of curriculum time given to Religious Education is 10% in all key stages.

The school takes pupils from 3 to 11 years. The number of pupils currently on roll is 452. The attainment of pupils on entering the school is broadly average. Pupil Premium funding is received for 10% of pupils, this is below the national average. 6% of pupils have Special Educational Needs and/or Disabilities (SEND), this is below the national average. Of these pupils, three have an Education and Health Care Plan (EHCP). The proportion of pupils from homes where English is spoken as an additional language (EAL) is 57% and is above the national average. Pupils come from a wide variety of backgrounds, with 61% from minority ethnic heritages.



## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

Corpus Christi Catholic Primary is an outstanding school because:

- Corpus Christi is a welcoming and inclusive school. It rejoices in the diversity of the school community and its contribution to the richness of school life. The mission statement, linked to the school's values, is at the heart of school life and is evident in the excellent relationships between all members of the school community. Pupils are happy and proud of their school. Pupil behaviour is excellent. Parents are welcomed as part of the school community. They are appreciative of the caring atmosphere the school offers and the way it nurtures pupils' spiritual, moral and academic development. Governors are well informed and fully involved in all aspects of school life. School leaders, staff and governors are dedicated, committed to the school mission and to serving their school community with joy.
- The Catholic life of the school is central to the school community. Strong links with the parish enrich the school's programme of celebrations of the Church's liturgical year, its feasts and seasons. The parish priests provide a valued contribution to school life, celebrating Masses and liturgies and providing guidance and support. Pupils are kind and considerate to each other and recognise that they are part of a wider community, fundraising for local, national and international charities to help those in need. The school benefits from links with other Catholic schools in the deanery and with the diocese.
- Standards in Religious Education are high. Pupils make good progress and achieve well. They enjoy their lessons, particularly when these are enriched by cross curricular links such as drama, art and music. Standards of written work are high and exemplify the pride pupils take in their work. Religious Education lessons encourage pupils to think deeply and to carry the message of the scriptures into their own lives. Prayer, music and reflection create a special atmosphere and pupils respond very positively.
- The school's collective worship offers pupils opportunities to come together as a Christian community celebrating the feasts and traditions of the Catholic Church, themes in Religious Education and school events. Pupils enjoy the opportunity to pray together, to sing joyfully and to use moments of stillness and reflection to listen to God. Parents are invited to join the school for assemblies and liturgies and welcome being part of the school worshipping community.

### What does the school need to do to improve further?

- Further develop the current school development plan for Religious Education and the Catholic Life of the school to include clear success criteria, timescales and monitoring arrangements, to review progress made and inform evaluation
- Ensure that current developmental marking, based on teacher questioning and pupil response, is made a regular and consistent feature of marking across the school
- Extend and develop the contribution of the pupil chaplains to school prayer and worship.



## Overall Effectiveness

How effective the school is in providing Catholic Education.

1

### Catholic Life

1

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

1

The quality of provision for the Catholic Life of the school.

1

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school.

1

### Religious Education

1

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching, learning and assessment in Religious Education.

1

How well leaders and governors promote, monitor and evaluate the provision for Religious Education.

1

### Collective Worship

1

How well pupils respond to and participate in the schools' 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



## CATHOLIC LIFE

**The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- Pupils value and actively participate in the Catholic life of the school. They are proud to belong to their school community and know they have a responsibility to play an active part in it. They relate this to the school mission, saying, 'We are the body of Christ, we are Corpus Christi.'
- They are involved in the evaluation of the school's Catholic life and mission and actively participate in planning improvements to it. Pupil chaplains and the School Council have worked together to produce an acrostic, child-friendly version of the mission statement, which is displayed in all classrooms and around the school. Together with the Bible Club, they gather pupils' suggestions for school improvement, which feed into school self-evaluation.
- Pupils know they have a responsibility to exemplify their mission statement by looking after each other and being inclusive. They are kind and considerate to each other. They appreciate the need for forgiveness and 'saying sorry' and can relate this to the teachings of Jesus and to their own lives. At the beginning of each academic year they discuss their school values, how these can be lived in school and how each pupil can best be a 'Corpus Christi child.'
- Pupils appreciate the rich diversity of their school community, with everyone included in school events and celebrations. They are helpful and courteous at all times, in class and around the school. Behaviour is excellent.
- Pupils are given many opportunities to take responsibility and respond very positively, relating these to their sense of vocation and service to their school and to others. Examples include Ambassadors, Prefects, Playground Monitors, Librarians and Sports Leaders. Year 5 pupils are 'Buddies' to Reception pupils, supporting them as they settle in to school and Year 3 'Guardian Angels' support Year 2 pupils making the transition to the next key stage.
- They enjoy participating in a wide range of activities related to the Catholic life of the school. In addition to celebrations and events in the school, pupils are involved in many events in the parish and the wider community. They have sung carols at a local hospital and a care home and have taken part in the Remembrance Day parade.
- Pupils have a sense of social justice and a desire to help those less fortunate than themselves. They are active in fundraising for a number of charities including the Lunch Bowl charity, Mary's Meals and Winston's Wish.
- The school has good links with the parish, the deanery and the diocese, enabling pupils to consider that they are part of the wider Catholic family. School chaplains have attended Mass at St George's Cathedral at the start of the school year and work with pupils from other schools as part of deanery collaboration. Parish links include inviting parishioners to school events and the parish priests' valued contributions to school life. A parent wrote, 'Links between school and our Church are very strong.'
- Corpus Christi school has good links with local secondary schools, working in partnership to familiarise pupils with these schools and offering them the opportunity to work with pupils from other schools.



- The personal development of every child is nurtured and supported, enabling each child to flourish spiritually, academically and emotionally. Pupils enjoy playing a full part in the opportunities the school offers. They are happy and secure. They are confident that adults in school will help them if they have any anxieties. A pupil said, 'Teachers will always sort out any problems. They always know if something's wrong'.
- Parents appreciate the school's strong Catholic ethos. This is evident from school parental surveys and the parental questionnaires distributed as part of this inspection. A parent wrote, 'We have been extremely pleased with and grateful for the love and care given our children. Our faith sits at the heart of the school in everything it does and the values it seeks to pass on to our children. A truly spiritual and Catholic school'.
- The school's rich chaplaincy provision includes priests from the parishes the school serves, and from the Missionary Society of St Paul. Pupil chaplains make a significant contribution to the spiritual life of the school. Pupils in Year 6 visit Wintershall for the 'Life of Christ'. Small groups of pupils attend enrichment days at a local Catholic secondary school.

**The quality of provision for the Catholic Life of the school is outstanding.**

- The school mission statement is central to school life and is displayed prominently around the school. Linked with the school motto 'Just Be Kind' and the school values 'To be Compassionate, Creative, Curious, Conscientious, Co-operative and Courageous', it forms a strong foundation for the school community, shaping its actions and direction. Pupils are very clear what it means to be a 'Corpus Christi child.'
- There is a great sense of community in the school. This is evident in the supportive and caring relationships between all members of the community. Staff participate fully in the school's Catholic life. Staff and governor meetings begin with prayer. Professional development related to the Catholic life of the school is provided to enrich provision for pupils. Staff lead prayer before meetings and host prayer meetings during Advent, Lent and at particular times of need.
- The learning environment reflects the school's Catholic identity. Prayer areas and high quality displays in classrooms and around the school invite prayer and reflection as well as celebrating the liturgical feasts and seasons of the Church. Events in the school's Catholic life often include parents, who value these occasions to join the school community and be part of its Catholic traditions.
- The school has strong systems of pastoral care to support the school community. This includes emotional literacy support provided by trained assistants and a Play Therapist working with pupils. Support is provided for parents of SEND pupils, including offering access to specialist training.
- Personal, Social and Health Education (PSHE) and Relationships and Sex Education policies are in place. The school uses the 'Journey in Love' programme. Teaching is in line with the guidance of the Church. A well planned, cross curricular whole school approach ensures continuity and progression. Parents are invited to view the materials used in RSE and to discuss any queries they may have.
- Provision for pupils' spiritual and moral growth, including consideration of Catholic social teaching and care of our planet, forms part of planned opportunities in lessons and assemblies. In Black History month, pupils linked the message of Martin Luther King to school values.



- The school behaviour policy reflects its ethos, promoting a harmonious community of mutual respect and forgiveness. Pupils are encouraged to be part of this, for example by being Sports Leaders to develop 'Happy Playtimes', working with younger pupils to develop their understanding of rules, co-operation and teamwork.
- Pupils are given a 'Holding Cross' when they join the school in Reception, welcoming them into the Catholic family of Corpus Christi school. This accompanies them as they journey through the school and is presented to them when they leave. During a Religious Education lesson observed, pupils held their crosses as they described how they would be followers of Jesus and when they said the closing prayer. The crosses were clearly important to the pupils and part of their life at school.
- Parents greatly value the provision for the school's Catholic life and its impact on their children's spiritual and moral development. A parent from another Christian denomination wrote, 'We have been delighted with how the school has instilled a good Christian ethos in our child. We wanted her to go to a school where she would learn Christian values and the school develops that excellently.'

**How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

- The school's leadership is wholeheartedly committed to the Church's mission in education. Leaders are excellent role models and have created a cohesive staff team with a strong sense of Christian community and the traditions of the Catholic Church.
- The Catholic life of the school is a high priority for school leaders. The governors are well informed, with regular reports from the headteacher. The Faith, Family and Community Committee focuses on the Catholic life of the school. The committee took part in a learning walk in the Spring Term and selects a different focus each term. Governors also attend events and celebrations as part of their monitoring role and as part of the school community.
- The school development plan (SDP) reflects the priority placed on the Catholic life of the school, Religious Education and collective worship. Progress is regularly reviewed by governors and school leaders. It would now benefit from clearer success criteria, timescales and monitoring arrangements to review progress made.
- The school has effective methods of communication in place to engage with parents. Newsletters, the Wednesday Word and information on the website keep them informed and included. Parents have very positive attitudes towards their children's education at Corpus Christi and support the school's mission. Parental questionnaires distributed as part of this inspection showed a good rate of return and were overwhelmingly positive. A parent wrote, 'As parents we continue to be extremely happy with the ethos of the school and the Catholic teaching that is taught alongside academic learning with equal importance.'
- School leaders and governors are also committed to Catholic education beyond the school. Corpus Christi is a link school with St Mary's College and Roehampton University, providing teaching practice opportunities within the school. It also offers work experience placements to secondary school pupils from local Catholic schools. The headteacher attends and contributes to the Kingston Catholic Cluster and the Religious Education subject leader attends diocesan meetings to share good practice and receive up-to-date information.



- School leaders actively promote parish links. Sacramental preparation in the parishes is supported and celebrated in school. Priests from the parishes play an important part in the school's Catholic life, supporting Masses and liturgies.



## RELIGIOUS EDUCATION

### **How well pupils achieve and enjoy their learning in Religious Education is outstanding.**

- Standards of attainment in Religious Education are high. End of Key Stage 2 results indicate that the great majority of pupils meet or exceed age-related expectations, with a significant number of pupils working at greater depth. All groups of pupils, including SEND and disadvantaged pupils, make good progress and achieve well, reflecting the school's accurate provision of support and challenge.
- Pupils enjoy Religious Education lessons and appreciate its importance to their daily lives. They show excellent knowledge and understanding. Pupils interviewed as part of this inspection talked confidently about their learning. They particularly enjoyed the cross-curricular links, such as the use of drama, art and music, which enhanced their lessons. Pupils show good use of religious terminology, using a wide range of religious vocabulary in their written and oral work
- Behaviour for learning was excellent in the lessons observed during this inspection. Pupils were attentive and engaged and keen to respond to teachers' questions. They could reflect on their learning and ask questions to explore it further. They spontaneously related their learning to the school's mission and values.
- Parents are encouraged to support their children's learning in Religious Education. They are kept informed of the topics being studied in regular curriculum newsletters. They are invited to assemblies featuring the topics studied in Religious Education and very much enjoy these occasions. A parent wrote, 'He comes home interested and wanting to talk about his learning and his play incorporates Religious Education concepts at home. We are enjoying reading the Wednesday Word together'.
- Work in pupils' books is of a high standard. Pupils are able to record in a variety of different ways, including art work, extended writing and the use of Information Technology (IT). Careful presentation shows the pride pupils take in their work.

### **The quality of teaching and assessment in Religious Education is outstanding.**

- Standards in teaching and learning in Religious Education are high. School monitoring indicates that all teaching is good, with examples of outstanding practice. This is in line with the findings of this inspection.
- Four lessons, across three key stages, were observed during this inspection. In addition, brief drop-ins to other lessons contributed to the picture of teaching and learning across the school. Teachers showed excellent subject knowledge and had high expectations of their pupils, who responded very positively. Extended questioning effectively moved pupils into a deeper exploration of their learning. A dynamic approach to storytelling enraptured younger pupils, whilst the creative use of drama and artwork interested and engaged older pupils. In all lessons there was an expectation of a personal response from the pupils and the consideration of how they could apply their learning to their own lives. In all lessons observed, Religious Education was clearly a special time. Candles, music, prayer and reflection



contributed to the spiritual nature of the lesson. Teaching and learning was of a very high quality.

- Clear expectations set out for teaching and learning in Religious Education help to ensure that lessons all reach or exceed expected standards. These include providing opportunities for prayer and reflection, a reading from Scripture and strategies to interest and engage pupils, such as role play, art and IT. Specific learning objectives enable pupils to focus on and assess their learning.
- Differentiation is well planned, with appropriate levels of support and challenge provided for all pupils. Pupils with SEND are supported to enable them to access the curriculum and make progress. Other adults in the classroom provide effective support.
- Informal assessment takes place in the classroom, using teacher questioning. Open ended questions encourage pupils to explore their learning. Marking is regular and affirmative. There is some evidence of a dialogue between teacher and pupil, with pupils responding to teachers' questions in order to deepen their understanding; however it is not yet regularly consistent across the school. This is a focus for development recommended by this inspection. For younger pupils, oral feedback is given and responses recorded in pupils' books.
- Assessment tasks from 'The Way, the Truth and the Life' scheme are used to inform teachers' judgements in relation to the new progress descriptors. The new descriptors are in place from Year 1 to Year 6. As the new assessment systems are embedded they will contribute to greater accuracy in assessment. Moderation at school, deanery and diocesan level helps to validate teachers' judgements.
- Pupils progress is monitored using the Target Tracker system to track progress of individuals, with support put in place as appropriate. The school's high standards of progress and attainment indicate the effectiveness of this approach.
- Following planning moderation, a new template for Religious Education planning has been introduced to ensure inclusion and differentiated activities. It allows teachers to consider key areas for assessment and plan tasks to assess attainment against progress descriptors.
- Faith journals for each class provide an illustrated narrative of learning in Religious Education and events in the school's spiritual life throughout the year. These are attractively presented and offer a record of learning that goes beyond the classroom.

**How well leaders and governors promote, monitor and evaluate the provision for Religious Education is outstanding.**

- The school follows 'The Way, the Truth and the Life' programme of Religious Education, enriched by cross curricular links as appropriate. Curriculum time allocation is in line with the requirements of the Bishops' Conference. The study of other faiths is well established throughout the school. Where possible, children of other faiths share their experiences, beliefs and practices with their peers, embodying the spirit of tolerance and respect for all faiths within the school community.
- Religious Education is well led and managed. The subject leaders show dedication to their role. They are supported by the headteacher; they share a vision of excellence in Catholic education and work together to achieve this. The effectiveness of the school's system for co-ordinating Religious Education has been validated by the



seamless transfer of subject leadership responsibility to accommodate the maternity leave of the current co-ordinator.

- Religious Education is well resourced and receives an appropriate budget share. Prayer focus areas in classrooms and around the school feature attractive, high quality, age appropriate artefacts and resources. The curriculum is enriched by visits and visiting speakers.
- Staff professional development includes school, deanery and diocesan training. The subject leader and headteacher have attended annual conferences and deanery and diocesan meetings. Newly qualified teachers receive training and support. A recent staff training meeting focused on assessment and learning objectives in Religious Education so that staff were confident in using the progress descriptors to plan activities to meet the needs of all pupils and encourage higher thinking skills through questioning. This comprehensive programme of professional development indicates school leaders' and governors' considerable commitment to continued improvement in Religious Education. It has resulted in raising staff confidence and expertise, which in turn continues to raise standards in teaching and learning.
- A comprehensive monitoring programme including learning walks, lesson observations, book scrutiny and planning scrutiny is used to raise standards and ensure consistency. Results inform school self-evaluation and development planning.
- Governors have a clear understanding of provision and standards in Religious Education. They take part in monitoring activities and visit the school frequently. The link governor for Religious Education regularly meets with the subject leader to discuss and review provision and practice. She ensures the governing body is fully informed. Governors receive regular reports and fulfil their role of support and challenge.
- Parents appreciate the school's provision for Religious Education. One wrote, 'I am very grateful to Corpus Christi Primary School for how it educates my child in Catholic spiritual beliefs and practices.' Another parent said, 'We have always felt supported by the school in our responsibility / mission of being good Christian parents for our children. The school really helps us.'



## COLLECTIVE WORSHIP

**How well pupils respond to and participate in the school's Collective Worship and Prayer Life is outstanding.**

- Corpus Christi provides a wide range of prayer and worship opportunities. Pupils value these and respond very positively, knowing that these times are special to their school community.
- In the act of collective worship observed, pupils were engaged and enthusiastic. They acted with reverence and respect, sang joyfully and clearly enjoyed being part of their school worshipping community. Pupils had composed their own prayers and all joined in the school prayer, adding to the uplifting spiritual experience.
- School leaders have established and continue to develop the role of pupils in planning and participating in worship. Pupils in Foundation and Key Stage 1 lead class services and assemblies. In Key Stage 2, pupils are able to read the Gospel and lead the prayers during the weekly Gospel Worship. Each year group in Key Stage 2 is given the opportunity to contribute to whole school Masses. Pupils enjoy being altar servers, choosing prayers and taking part in the Offertory procession.
- The school chaplains play a significant role in worship, organising and delivering assemblies. During Advent they were responsible for delivering assemblies on the theme of preparing for the coming of Jesus. They are currently supporting and guiding a new team of Year 5 pupils in preparation for taking over the role in September. The school has identified further developing the role of pupils in leading and delivering worship as a key priority for development and this is in line with the recommendations of this inspection. The pupil chaplains interviewed as part of this inspection are keen to extend their role and have suggested further developing class prayer areas, adopting St Paul as their patron saint and taking on more responsibilities in school Masses and liturgies.
- Pupils have a good understanding of the Church's liturgical year, its feasts and seasons. They can describe how these are celebrated in school and their contribution to these. An example is pupils leading Lenten assemblies and introducing the school's Lenten initiative, 'Just One Word'. Faith journals record key events such as feast days and the Station of the Cross.
- All pupils and their families are welcomed and included in the school's collective worship. Pupils know the importance of respecting the faith beliefs and practices of others. Parents who are not Catholic describe the school as a very welcoming community to be part of, commending the relationships between all members of the school community and the integration of all pupils and their families into school life.
- Pupils recognise the importance of prayer in their lives. They are familiar with the prayers of the Church and are also confident in composing and contributing their own prayers. Pupils write prayers, which are placed in baskets on prayer tables and used in class prayer. Prayer monitors lead class prayer and sometimes prayer for their key stage. Rosary Club in October and May are opportunities for voluntary prayer and are well attended.



- The spiritual and moral development of all pupils is nurtured and developed by the rich programme of prayer and worship provided by the school.

**The quality of provision for Collective Worship and Prayer Life is outstanding.**

- Prayer and worship are central to the life of the school and provision is of a high standard. Praying together is part of the daily experience for all pupils and staff.
- Prayer and acts of worship welcome and include all members of the school community, regardless of faith background.
- Collective worship is carefully planned and well resourced, with provision for a range of opportunities across the year, including the celebration of the liturgical seasons, Holy Days of Obligation and Saints' days. Details are circulated in the weekly newsletter and the school website so that members of the wider school community can attend. Good levels of attendance indicate that this is valued.
- Opportunities for prayer include pupils' own prayers used in class worship, the school prayer used at the beginning of every assembly and Bible Club, where prayer is planned and written by pupils for display in the school. During Advent and Lent children and adults can contribute to a Prayer Tree in the school hall.
- A whole school assembly was observed as part of this inspection. This was a celebration of the 50<sup>th</sup> anniversary of the founding of the school. A highlight of the assembly was reminiscences by a past pupil. The spiritual nature of the occasion was clear. Pupils demonstrated their gratitude for all who had made their school possible and thought of all those who had gone before them. The school mission, prayer and school hymn were very much in evidence. It was a joyful occasion, befitting the celebrations going on in the school. It was a very inclusive experience. Parents, staff and pupils joined in this celebration of their school community.
- The school supports pupils preparing for First Holy Communion by prayer and the recognition that this is a special time for them. The school celebrates this with a special Mass on the school's feast day, to which parents and families are invited.
- Communal areas throughout the school make clear the school's identity as a prayer community, with displays of a high standard.

**How well leaders and governors promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding.**

- School leaders and governors are committed to high quality provision for collective worship and prayer. Careful planning and appropriate resources help to ensure a rich and meaningful programme to nurture pupils' spiritual development and strengthen the school community, uniting it in prayer.
- School leaders model good practice and support other staff in delivering prayer and worship. The parish priests provide valued support, guidance and provision for a wealth of celebrations in school.
- School leaders actively promote the role of pupils in contributing to school prayer and worship. Further development of this aspect of school worship is a focus for school improvement.



- Monitoring and evaluation of collective worship form part of school self-evaluation and planning for continued improvement.
- The headteacher, subject co-ordinator and link governor regularly monitor and review provision for collective worship. The pupil chaplains monitor class prayer focal areas. The results of monitoring feed into school self-evaluation and inform development planning.
- Governors are active in their monitoring role, attending school Masses, liturgies and celebrations. They consider collective worship as a high priority in school life and are committed to continued improvement, using monitoring and evaluation to achieve and guide this. This is reflected in Governing Body minutes and records of governor visits. Collective worship is a key focus for the Families, Faith and Community Committee.
- Parents are appreciative of the school's collective worship. One wrote, 'The awards, ethos and general feel of the school provide fertile ground for my children to develop their Catholic faith.' Another commented, 'We are invited to class assemblies and Nativity plays and it is delightful to see all the children's enthusiasm, kindness and also their respect for their teachers.'