

# Corpus Christi Catholic Primary School

URN: 108024

Catholic Schools Inspectorate report on behalf of the Bishop of Leeds

02–03 July 2025

## 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

1

#### Religious education (p.5)

The quality of curriculum religious education

1

#### Collective worship (p.7)

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

1

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

Yes

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

Yes

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

Fully

1

## Compliance statement

- The school is fully compliant with the general norms for religious education laid down by the Bishops' Conference.
- The school is fully compliant with the additional requirements of the Diocese of Leeds.
- The school has fully responded to the areas for improvement identified in the previous inspection.

## What the school does well

- Pupils consistently demonstrate exemplary behaviour throughout the school, both in their approach to learning and in interactions with peers and adults.
- There is a genuinely warm and welcoming community atmosphere, supported by an environment that enhances and celebrates the school's Catholic mission.
- The headteacher, supported by a highly skilled and dedicated senior team, serves as an inspirational example of faith in her leadership style and her care for all members of the school community.
- Pupils' religious education books are exceptionally well presented, and they achieve high levels of attainment and religious literacy and knowledge.
- There are abundant opportunities for high-quality prayer and worship, and pupils lead and participate in these activities enthusiastically.

## What the school needs to improve

- Enhance the external environment, so that it effectively supports the Catholic life of the school and the prayer and worship experiences of pupils.
- Introduce pupils to a wide variety of alternative prayer and worship formats that go beyond a simple four-part standard, enabling them to plan and lead these with confidence.
- Review the current systems used by governors to monitor Catholic life, religious education, and worship, ensuring that these systems provide governors with the information they need to identify areas for improvement, and effectively challenge leaders.

## 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

#### Provision

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

#### Leadership

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



This school embraces and celebrates its Catholic distinctiveness and tradition in abundance. As you enter, you are greeted by pupils and staff welcoming each other with the phrase, 'Good morning and God bless you'. It is impossible not to feel welcome and valued in this close community, where everyone knows they are, 'One body, many parts'. Pupils know that God knows and loves them as individuals. Catholic social teaching and virtues are known and understood by all pupils, appropriate to their age. As they move through the school pupils are increasingly able to articulate how these principles help them grow more in their faith and live better lives, following the example of Jesus. As one pupil put it, 'We are God's eyes and hands on earth'. Pupils demonstrate deep respect for themselves and others. They have a respectful and knowledgeable understanding of the faith of others. Their behaviour is excellent throughout the school. Although pupils, especially older ones, hold key leadership roles in the Mini-Vinnies, Chaplaincy team, and Laudato Si group, there are some missed opportunities to offer them even more responsibilities, and more ownership of the decisions made around their chaplaincy and charitable activities, locally, nationally and globally.

The mission of the school, 'Excellence and enjoyment with Christ at our centre', is an inspiring expression of what the school strives to achieve every day. It is embraced by the whole community and is prominently celebrated in signage around the building, so that pupils and staff can be constantly reminded of it. Bright and attractive displays, statues, posters and artefacts further enhance the Catholic life of the school. All classrooms are entered through doors recognising the Jubilee Year of Hope. Staff are passionate about their vocation to bring pupils closer to God. They are exemplary role models in the way they participate in and contribute to the mission and values of the Church. This is a strong and vibrant faith community, marked especially by a tangible sense that everyone is important. Relationships between adults and pupils are impressive. There is a rich and highly valued cultural diversity. Inspectors heard from

several adults whose faith backgrounds are not Catholic, but who were keen to praise the inclusivity and welcome they have experienced. The pastoral care provided by staff, especially to families whose home circumstances make life more challenging, is exemplary, ensuring that God's love reaches beyond the school gates in a variety of ways.

The genuine 'servant leadership' provided by the headteacher, supported by her senior team, and the dedicated governors, has ensured that the Catholic life and mission is central to all that they do. The parish priest is a frequent and dedicated visitor to the school. His input is significant and ensures a flourishing and successful partnership between the school and parish. The involvement of the Franciscan Sisters of the Renewal is a unique asset and contributes much to the mission. Leaders ensure pupils and families have access to a Catholic Care social worker. Parents are highly supportive of the school. One parent told inspectors, 'The lessons she learns at Corpus Christi go beyond academic success. She is truly blessed to attend this school.' The professional development and training provided for staff is well planned and effective. Staff speak highly of the personal and professional support given to them by the headteacher, especially in times of crisis. Leaders work closely with other schools, including the feeder high school, the local authority and diocese to ensure pupils have the best possible outcomes. While self-evaluation processes exist, a more rigorous and systematic approach from governors would help them better understand the school and challenge it more effectively.

## Religious education

The quality of curriculum religious education

### Religious education key judgement grade

#### Pupil outcomes

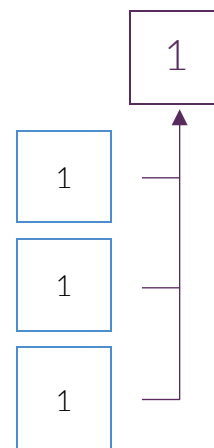
How well pupils achieve and enjoy their learning in religious education

#### 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



Pupils consistently make good progress, knowing more, remembering more, and doing more. As a result, all pupils, including those with special educational needs, achieve the best possible outcomes. Pupils' religious literacy is impressive and of a high quality. Attainment, by the time pupils leave the school is high, because teaching is always good or outstanding. Engagement in learning is excellent and, as a result, pupils develop secure abilities to reflect on their work. Older pupils collaborate with each other to link Catholic social teaching about global inequality to scripture. The youngest pupils learn about the parish church and its internal features, such as the tabernacle. They recall miracles such as the curing of a paralysed man and the blind man, Bartimaeus. Other classes discuss the gifts they have received from God that they can share with others, and seek inspiration from the saints on how to lead their own lives. Pupils enjoy interesting and enjoyable learning activities including role-play, hot seating, the conscience alley, collaborative tasks, debates, song and art. Behaviour in lessons is excellent throughout the school. Books are presented well, and pupils are proud of their work. Feedback systems help them to know how well they have done.

Teachers demonstrate high levels of confidence and subject knowledge. They hold high expectations and ensure that new learning builds on secure prior knowledge. Questioning by teachers is skilful, helping pupils deepen their understanding, engagement. Examples include, 'What must it be like to be blind?', 'Can I be Jesus on earth?' and 'If Jesus called you to serve Him, what would you take with you?' Assessment strategies consolidate and extend pupils' knowledge. Catholic social teaching and virtues are referenced throughout lessons. Pupils are given opportunities to use the Bible to explore scripture. The most successful lessons start by recalling prior learning, and involve practical activities, in-depth discussion, good pace, and interesting content. Pupils with special educational needs receive exceptional support from

additional staff, both in the classroom and in the specialist provision base. Adapted tasks appropriate to pupils' abilities and differentiated expectations are thoughtfully integrated into lessons. Teachers work hard to give pupils individual written feedback in their books, and in-the-moment feedback and challenge during lessons. Lessons are presented in a variety of formats and learning activities are varied and engaging. Achievement is recognised in weekly celebration assemblies, through certificates for Skill Builders, Stars of the Week and Virtues Awards.

Leaders ensure that the religious education curriculum complies with the Bishops' Conference expectations and has parity with other core subjects in terms of resources, time, staffing, and professional development. The subject leader's contribution to the school's provision is thorough. She leads by example, and is highly valued by the staff for the guidance she offers. Leaders make strategic decisions that maintain the high quality of teaching, even when unforeseen or short-term staffing challenges arise. The headteacher and senior leaders have a clear vision for teaching and learning, which they monitor through book scrutiny, pupil discussions, lesson observations, pupil progress assessments, and the sharing of exemplary practice. Consistency is a strength, ensuring that teaching is never less than good and is sometimes outstanding. The school's mission drives policies and procedures. Pupils are provided with enrichment activities such as pilgrimages to the Cathedral and Our Lady's grotto in Knaresborough. Investment in resources such as Wednesday Word and Mark 10 Mission enhance provision. Whilst the governors have some effective monitoring systems in place, there is a need for a more systematic and rigorous approach to be adopted, so that they can be even more effective in providing appropriate challenge to leaders.

## 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

1

#### 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

1

1

Pupils participate actively in the prayer life of the school. They are always respectful, thoughtful and prayerful. When given the opportunity, they sing with joy and enthusiasm. During a worship led by the youngest pupils, and attended by many parents, their singing of 'He's my father, and my greatest friend' was awe-inspiring. Older pupils can articulate how prayer makes them feel closer to God and helps them to 'grow in faith and live our lives better'. They enthusiastically engage in prayer and worship opportunities such as adoration, procession, and the Rosary. Pupils use prayer journaling to help them reflect on their worship. Their prayer leads them to act in terms of charitable efforts. Those supported include a food pantry, Cafod, Cafod World Gifts, the Good Shepherd, Irish Health and Homes, Children in Need, as well as many others. All pupils are familiar with a standard four-part worship structure and love participating in these. They can plan, lead and evaluate with ease, using artefacts, scripture images and music to enhance impact. The opportunity now exists to build on this excellence, by exploring other forms of prayer and worship, such as examen, breathing prayers, calm prayers and others.

Prayer is a central and fully embedded aspect of the school's life. The liturgical year is carefully planned with meaningful liturgies and worship, including Mass. Prayer is integral to the day for staff and pupils, both in class and in whole school settings. The school prayer is known and used often. Acclamations and responses to scripture are familiar to the pupils, and are chosen to help pupils understand what God is trying to say to them. The richness of Catholic traditional worship and liturgy is confidently celebrated, and includes activities such as Adoration, Benediction and procession. Parents enthusiastically participate in opportunities to attend prayer and worship, especially the weekly assemblies led by pupils. The school works hard to include parents in the prayer life of the school, providing a school prayer booklet, travelling cribs in Advent and the weekly newsletter. Staff are highly skilled in helping pupils to plan and lead prayer, especially within the four-part format. This is now at such a high standard that there is an opportunity to explore different forms of prayer with pupils. The internal environment is exemplary in the way

it supports prayer and faith life. However, the external environment does not provide enough opportunities for pupils and staff to enhance prayer and faith life further.

Leaders ensure that prayer and liturgy is carefully formulated and regularly reviewed. There is a consistent and progressive policy in place to develop pupils' skills, appropriate to their age, in planning, leading and evaluating prayer and worship led by them. These are often linked to virtues or the principles of Catholic social teaching, such as peace, solidarity, kindness, our common home or courage. Sacramental preparation for Reconciliation, Eucharist and Confirmation is conducted by parish catechists, with support from the school staff as needed. The Sacrament of Reconciliation is offered to the oldest pupils at appropriate times in the year, such as Lent. Professional development is a priority and is highly valued by staff. Senior leaders model good practice and monitor class worship to ensure consistency. Staff have had access to some retreat and pilgrimage activities for their own faith development. Whilst governors ensure that they monitor the worship and prayer life of the school in various ways, there is a need for their systems to be reviewed so that they can ensure they continue to challenge and improve prayer and worship further.



## Information about the school

Full name of school	Corpus Christi Catholic Primary School
School unique reference number (URN)	108024
School DfE Number (LAESTAB)	3833370
Full postal address of the school	Corpus Christi Catholic Primary School, Halton Moor Avenue, Leeds, LS9 0HA
School phone number	0113 2483095
Headteacher	Wendy Walsh
Chair of governors	Gary Kerrigan
School Website	<a href="http://www.corpusprimaryleeds.org">www.corpusprimaryleeds.org</a>
Trusteeship	Diocesan
Multi-academy trust or company (if applicable)	N/A
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	Non-selective
Age-range of pupils	4-11
Gender of pupils	Mixed
Date of last denominational inspection	December 2017
Previous denominational inspection grade	Outstanding

## The inspection team

Mark Brennan	Lead
Madeleine Bannister	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

