

Inspection of Corpus Christi Catholic Primary School, Gateshead

Dunsmuir Grove, Gateshead, Tyne and Wear NE8 4QL

Inspection dates: 15 and 16 November 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Cheryl Maxwell. This school is part of Bishop Wilkinson Catholic Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Nick Hurn OBE, and overseen by a board of trustees, chaired by Angela Boyle.

Ofsted has not previously inspected Corpus Christi Catholic Primary School, Gateshead under section 5 of the Education Act 2005. However, Ofsted previously judged Corpus Christi Catholic Primary School to be outstanding, before it opened as Corpus Christi Catholic Primary School, Gateshead as a result of conversion to academy status.

What is it like to attend this school?

Corpus Christi Catholic Primary School, Gateshead is a vibrant, welcoming and multicultural school. The school's values of 'be kind, show respect, work hard' are evident across the school. Pupils achieve well. There is a clear sense of belonging for all pupils and families. Pupils' talents, heritage and different life experiences are celebrated here. They are encouraged to be the best they can be by 'letting their light shine'. Pupils thrive at this school.

Pupils with special educational needs and/or disabilities (SEND) benefit from the excellent support provided by expert staff. Pupils with SEND achieve well and are fully involved in school life.

The school teaches pupils how to use the internet, mobile phones and online computer games safely. Pupils are confident in discussing their digital footprint and clearly identify online risks.

Pupils' behaviour is exceptional. They are kind, respectful and articulate when discussing their views. The school has embedded inclusive systems to support pupils who are new to the country or those who speak English as an additional language. The school has an excellent inclusive culture. It has embedded various ways to build pupils' self-esteem. Pupils have clear ambitions for the future and believe that the school will help them to achieve their dreams.

What does the school do well and what does it need to do better?

The school has introduced a highly ambitious curriculum. This begins in early years. The curriculum choices celebrate and reflect the school community. The school ensures that pupils with SEND are provided with all they need to be successful. Pupils who speak English as an additional language make rapid progress. The school provides additional support through specialist teachers from the local authority. Pupils who are new to the country are welcomed by their peers.

Children make an exceptional start in early years. The school prioritises establishing routines and expectations in early years. As a result, children quickly settle into 'the Corpus Christi' way. The school has highly effective systems to quickly identify children's needs and starting points. The curriculum in early years is tailored to give children the best possible start. Children have several opportunities to undertake challenges and develop their confidence. The clearly defined and well-equipped indoor and outdoor learning areas provide pupils with a wealth of opportunities to deepen their understanding. Staff are well trained to develop children's use of language. Children remember and share the songs and rhymes that they have previously learned. Every opportunity is maximised to ensure that children are ready for their next stage of learning.

Teachers and teaching assistants are experts in delivering the school's ambitious curriculum. The school has highly effective systems in place to check what pupils

know and remember. Lessons are engaging. Teachers include global news and technology to help pupils remember their learning. Pupils benefit from virtual tours and resources shared by educational visitors into school. As a result, pupils make meaningful links across their learning. They are articulate when discussing what they have been taught.

Staff are experts in teaching reading. The reading curriculum develops pupils' fluency and confidence. The school provides timely and effective support for pupils who need extra help with reading. Pupils love to read. They are thrilled by the newly introduced non-fiction library. This helps pupils to deepen their knowledge and interests further. The school expects pupils to read at home every day. Pupils rise to this challenge.

Pupils' behaviour is excellent. The school has established clear routines and expectations. Pupils exceed these. The relationships between staff and pupils are warm and nurturing. Praise and encouraging language are part of every conversation. Pupils' brim with pride as staff praise them.

The personal development of pupils is exceptional in this school. The school goes beyond the expected in the 'everyday' provision for pupils. There are well-chosen experiences for all pupils. The school strives to ensure that barriers to experiences are removed. Pupils have regular opportunities to pray, worship together and develop as active citizens. The cultural diversity of the school is celebrated in a meaningful way. Pupils are extremely clear about treating others fairly, keeping safe and that the school helps them to be the best.

Leaders are extremely ambitious for all pupils. Leaders understand the context and school community exceptionally well. Leaders have developed effective partnerships with parents and carers and the community. Staff feel well supported. Workload is not a concern. Those responsible for governance have an accurate picture of the school. They are aware of their statutory responsibilities and work well together. The school contributes to professional development across the trust.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148907
Local authority	Gateshead
Inspection number	10255631
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	233
Appropriate authority	Board of trustees
Chair of trust	Angela Boyle
CEO of the trust	Nick Hurn OBE
Headteacher	Cheryl Maxwell
Website	www.corpuschristigateshead.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Corpus Christi Catholic Primary School is part of Bishop Wilkinson Catholic Education Trust.
- The school provides a breakfast club and after-school care.
- The school does not currently use alternative education providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors spoke to senior leaders, including trustees, members of the governing body, the trust's deputy chief executive officer and a representative of the diocese.
- Inspectors carried out deep dives in early reading, mathematics and computing. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about pupils' learning in some other subjects.
- Inspectors listened to a range of pupils read from different year groups.
- Inspectors checked the arrangements for safeguarding, including looking at the single central record, behaviour logs, and attendance and safeguarding records.
- Inspectors also spoke to leaders, teachers, governors and pupils about safeguarding.
- Inspectors met the SEND coordinator, spoke to pupils with SEND and reviewed plans to support these pupils. They visited lessons to see how pupils with SEND are supported.
- Inspectors visited the early years provision to check safeguarding arrangements and discuss the learning with children and leaders.
- Inspectors observed behaviour at the start of the day, at lunchtimes and in lessons.
- Inspectors analysed the responses to Ofsted's pupil survey and its staff survey. They reviewed responses to the online questionnaire, Ofsted Parent View, including free-text comments.

Inspection team

Georgina Chinaka, lead inspector

His Majesty's Inspector

Olie Flitcroft

Ofsted Inspector

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