

Inspection of a good school: Corpus Christi Catholic High School

St Vincent's Road, Fulwood, Preston, Lancashire PR2 8QY

Inspection dates:

28 and 29 February 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils are extremely proud to be part of the warm and friendly school community. They hold the school in great esteem. Pupils, including those with special educational needs and/or disabilities (SEND), appreciate the extraordinary care and support that they receive from their teachers.

Pupils embrace the school's motto of, 'Together as one body'. They forge exceedingly positive relationships with each other. They have utmost care and respect for each other. Older pupils strive to be strong role models for younger pupils. For instance, they enthusiastically take up roles such as 'reading leaders' to support other pupils with their reading.

The school sets exceptionally high expectations of pupils' conduct and achievement. Classrooms are an oasis of calm and purposeful learning. Pupils are highly motivated and engage tremendously well during lessons. As such, they are achieving better than they have before.

Pupils' learning is enriched by opportunities to expand their knowledge beyond the academic curriculum. For instance, pupils enjoyed learning about historical events when visiting another country. They value opportunities to serve vulnerable members of their community. For example, pupils organise impressive 'charity markets' as part of their house challenges. Such endeavours help them to develop into responsible, compassionate and caring members of society.

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

Staff and the governors have rapidly improved the school into a place where pupils thrive. The school offers exceptional support to staff. As such, this has fostered an impressively motivated and skilled workforce. Staff take pride in their work and are relentlessly ambitious for pupils, including those with SEND.

While published data shows less-favourable attainment in some subjects for some pupils, current pupils are achieving highly. More pupils are taking up humanities and modern foreign languages. This has increased the number of pupils choosing to take the English Baccalaureate suite of subjects. In most parts, this is because the curriculum is highly ambitious and extremely well delivered.

The school ensures that the knowledge that pupils should learn is carefully ordered and frequently revisited. Teachers design learning activities with great expertise and confidence. They explain new content and ideas exceedingly well. Teachers identify any gaps or misconceptions in pupils' learning with precision and care. This helps pupils to build a rich knowledge base over time.

The school has exemplary systems in place to identify and monitor the additional needs of pupils with SEND. These pupils immerse themselves fully with all aspects of school life. They are offered immense support and guidance from expert staff. Teachers adapt the delivery of the curriculum skilfully so that pupils with SEND can succeed.

Reading has a high profile across school. Pupils who struggle to read are identified quickly and are expertly supported. This means that they overcome any barriers to reading swiftly. The well-considered literacy strategy effectively promotes reading for pleasure. As such, pupils avidly read a wide range of texts.

Pupils' behaviour is impeccable. They respect and understand the robust behaviour routines and systems. This creates a safe haven for pupils where they support and reassure each other. Therefore, pupils are not afraid to make mistakes in lessons. They are committed to their learning and their levels of attendance are remarkably high.

Pupils benefit from an impressive programme that supports their personal development. The school has 'extended learning days' to encourage pupils to develop their knowledge beyond the curriculum. The school uses its strong relationships with local colleges to design opportunities for pupils to learn about the world of work. Pupils are well informed and are confident in choosing their next steps in education, employment or training.

Pupils have an exceptional understanding of the importance of the fundamental British Values. They respect the many differences that exist between people. For instance, pupils are proud to share and celebrate their own traditions, clothing and food during 'culture days'. The school prepares pupils extensively well for life in modern Britain.

Governors persistently seek to improve pupils' learning. They have a highly reflective and open relationship with the school and with staff. This helps the governors to understand the needs of the school. The school takes perceptive and strategic actions as a result

which helps to improve the quality of education that pupils receive.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in February 2019.

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	119780
Local authority	Lancashire
Inspection number	10321377
Type of school	Secondary comprehensive
School category	Voluntary aided
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	807
Appropriate authority	The governing body
Chair of governing body	Janet Butterworth
Headteacher	John Hankin
Website	www.ccc.lancs.sch.uk
Dates of previous inspection	27 and 28 February 2019, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, a new headteacher has been appointed.
- This Roman Catholic school is in the Diocese of Lancaster. The most recent section 48 inspection, for schools of a religious character, took place in February 2022. The next section 48 inspection is due to take place in 2027.
- The school uses three registered alternative providers for a small number of pupils.
- The school provides after-school care for pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school 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 held meetings with the headteacher and other school leaders. Inspectors also met with a range of other staff.
- Inspectors spoke with members of the governing body, including the chair of governors. They also spoke with representatives of the local authority and of the diocese.
- The inspectors observed pupils' behaviour across the school, including at social times.
- Inspectors carried out deep dives in these subjects: mathematics, science and modern foreign languages. For each deep dive, inspectors discussed the curriculum with leaders and teachers, visited a sample of lessons, reviewed samples of pupils' work and spoke with some pupils.
- Inspectors met with leaders to review other areas of the curriculum.
- Inspectors spoke with the leaders responsible for pupils' personal development, behaviour and attendance, alternative provision, careers, the provision for SEND and reading.
- Inspectors reviewed a range of documents, including the school's self-evaluation and records relating to pupils' attendance and behaviour.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online surveys for staff and for pupils.

Inspection team

Amina Modan, lead inspector

His Majesty's Inspector

Jackie Cahalin

Ofsted Inspector

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