



Corpus Christi Catholic Primary School

URN: 104814

Catholic Schools Inspectorate report on behalf of the Archbishop of Liverpool

01 July 2026 – 02 July 2026

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

Religious education (p.5)

The quality of curriculum religious education RE

Collective worship (p.7)

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

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

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

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

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Yes

Yes

Fully

What the school does well

- Catholic Life and Mission is woven through all areas of the school. It is at the centre and beating heart of everything.
- The headteacher's clear vision and passion in moving the school forwards in all areas is to be admired. All stakeholders value the changes that have been put into place, in such a short space of time.
- There is a real family feel which is clear from the relationships between staff, pupils and parents. You are welcomed as soon as you enter the building and feel part of the family that is being built.
- Pupil behaviour is exemplary. They are so proud of being a part of their school and show dignity and respect for each other.
- The school's religious education exercise books are a joy to behold and should be celebrated for their creativity, beautiful presentation and the pride that the children take in working through them.

What the school needs to improve

- Leaders of different subject areas should work together to plan and connect the whole school curriculum through a Catholic lens.
- Provide questioning that is focused and specific in religious education so that pupils can explain their answers more fully with deeper thought and reflection.
- Enrich the provision of creative and varied forms of prayer to deepen pupils' participation and support their ability to thoughtfully evaluate and respond to experiences of prayer and liturgy.

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

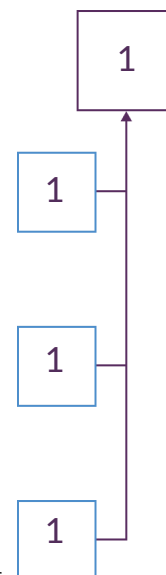
The extent to which pupils contribute to and benefit from the Catholic life and mission of the school

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



Pupils are proud to belong to Corpus Christi Primary School. This is clear from their enjoyment in contributing to raising awareness of Catholic social teaching in the lives and actions of others. They put faith into action in a variety of ways. Pupils can articulate that they are listened to and valued by their teachers and peers. Consequently, they view this school “as a safe place”. They respect each other which is shown through their interactions and mannerisms. Pupils recognise that their teachers are special. They can speak to any member of staff and receive love and care in return. Behaviour of pupils in and around school is exemplary. Pupils know they are ‘following in Jesus’ footsteps’. They can explain their reasons for supporting and responding to local, national and global charities including Mary’s Meals, CAFOD, and the local hospital and food bank. Because of their determination to spread and to live the mission, Catholic life is a strength. Pupils realise their duty in supporting the common good and those who need it most. They stated that their 'headteacher is trying to make us more responsible and helps us to understand why they are fundraising and providing for others'.

The new Mission Statement has had a clear impact on all stakeholders and given the school a clear vision for the future. It is lived, understood and witnessed. Staff have welcomed its review and commented on how the planned process has positively affected them both professionally and personally. Staff voiced that the ‘change in the mission statement was driving them forward’. Staff care for each other and have fostered strong and valued

relationships with their pupils. They are exemplary role models as they bear witness to the school's Catholic life and mission. This was evident in our observations during the inspection. Staff provide a high level of pastoral support and care for their pupils. They demonstrate a strong commitment to the dignity and wellbeing of every individual. They focus well on providing compassionate and effective support for vulnerable pupils and their families in accordance with the school's Catholic mission. The provision for chaplaincy is strong, and the school ensures that faith is lived out authentically, inspiring pupils to develop spiritually and respond positively to the needs of others and by understanding the reason for this importance. The provision for relationships, sex and health education meets the requirements of the archdiocese.

Leaders, including governors, engage with the diocese and local cluster of schools. This impacts upon their living of the Catholic life and mission of Corpus Christi. Staff formation is planned and highly effective, therefore enabling a motivated community response. Leaders have worked hard to strengthen relationships with the local parish and as a result of the determination of the newly appointed headteacher this is beginning to flourish. The parish recognises and appreciates the drive and commitment of the headteacher. Catholic social teaching is at the heart of the school's enrichment of its Catholic life and mission. Leaders provide planned and thoughtful professional development for staff. New members of staff feel welcomed and experience the school's strong sense of community and warmth from the beginning. Effective monitoring and evaluation processes enable leaders to accurately assess impact and secure continued improvement. This should continue to focus on ensuring that all areas of the curriculum express their contributions to Catholic life and mission. Faith through action is lived out with conviction and consistency, resulting in an already thriving school community where pupils, staff and families fully embrace and contribute to the life and mission of the Church.

Religious education

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Religious education key judgement grade

Pupil outcomes

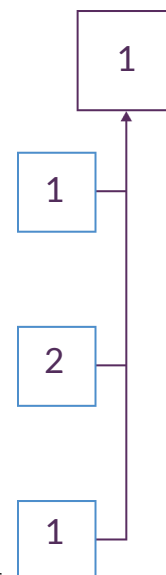
How well pupils achieve and enjoy their learning in religious education

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



Pupil's books show an excellent knowledge of the *Religious Education Directory*. In interviews the pupils were clearly able to demonstrate their understanding and skills in various aspects of what they had learnt. Pupils draw effectively on scripture and religious sources to deepen their understanding, supporting both their spiritual development and their growing awareness of moral responsibility, commitment, and service to others. Pupils are fully focused during their religious education lessons and engage and concentrate exceptionally well. They respond thoughtfully to questions asked, showing genuine interest and curiosity. Pupils produce work of a consistently high standard which is beautifully and creatively presented. They value the opportunities provided to express their understanding in imaginative and personalised ways, which contributes significantly to their enjoyment. Pupils are extremely proud of their books. Their strong commitment to the subject is evident in the quality of their outcomes, the pride they take in their work, and the positive attitudes they display towards their learning. Behaviour of pupils is exemplary as pupils remain fully engaged throughout lessons, demonstrating attitudes that support their own learning and that of others. Data indicates that pupils attain well and that outcomes compare favourably with those seen in other core subjects.

Teachers know how to support pupils at every stage of their learning including provision for varying levels of ability and any adaptations required. They have a strong subject knowledge and are confident and committed in their delivery of religious education during lessons.

Planning is collaborative and effective in enabling pupils to succeed and make expected progress. Staff share their practice. They carefully, imaginatively and creatively consider the needs of the pupils, using a variety of strategies. This is reflected through the range of work in the pupils' books. Questioning is used during lessons to gain an initial assessment of pupils' understanding. To enhance deeper thinking, questioning needs to be more focused and specific in encouraging pupils to explain themselves and to reflect further. Their work is acknowledged by teachers and celebrated, which motivates them to make further progress. Pupils are allowed to think for themselves during lessons and can share these thoughts openly with their peers. During lessons, teachers offer a range of good quality resources for pupils to use, which promotes independent learning in a variety of ways. Teachers recognise the contribution of religious education to pupils' moral and spiritual development and ensure opportunities for their personal reflection are built into lessons.

Religious education is at the heart of the school's mission and is clearly recognised as the 'core of the core curriculum'. Leaders ensure that the *Religious Education Directory* is implemented fully, faithfully and with integrity, resulting in a curriculum that is ambitious and responsive to meeting the needs, experiences and context of the school community. Furthermore, leaders have established a culture of continued improvement, ensuring that religious education remains a strategic priority in the school's ongoing development. Consequently, pupils can flourish academically, spiritually and personally. Professional support for staff has been a priority and now they feel empowered in their teaching of religious education. The subject leader has been inspirational since his arrival and his vision for the future of the school is to be admired and celebrated. Evidence shows the school is on a well monitored and evaluated journey of progress. Religious education is the main priority in moving the school forward, a fact recognised by governors, staff and clergy within the parish. The school has engaged with a wide variety of external agencies including local clergy, Cafod and Mary's Meals which has enhanced their ability to understand how faith impacts upon their learning and actions.

Collective worship

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

Collective worship key judgement grade

Pupil outcomes

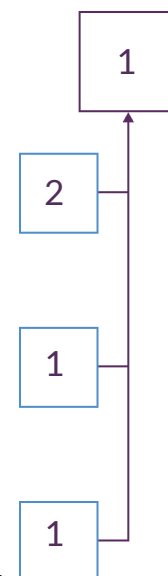
How well pupils participate in and respond to the school's collective worship

Provision

The quality of collective worship provided by the school

Leadership

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



Pupils enjoy participating in prayer and liturgy. They refer to ways in which they are encouraged to join in, plan and prepare for themselves. Older pupils speak of their encouragement to take an active role in leading worship, including those with special educational needs and disabilities. Pupils have a secure understanding of the liturgical year and the traditions of the Church, ensuring that worship is both authentic and engaging. They explain how these impact upon their prayer life at home and in school. Pupils are respectful and reverent when taking part in reflections and sacred silence. A pupil shared that it is 'a time for them to connect with God in their busy lives'. Worship reflects and promotes gospel values, particularly love, compassion and forgiveness. Themes explored in worship inspire pupils to think about their own journey in spreading the good news. The quality of participation is praiseworthy, with pupils creating a prayerful atmosphere that encourages reflection, spiritual growth and a deeper encounter with Christ. Consequently, prayer and liturgy is an experience that nurtures pupils as confident witnesses to the gospel. Prayer experiences could be further enriched through the development of more varied and creative opportunities for prayer and reflection.

Prayer and liturgy experiences are well planned and prepared around specific themes and holy days, with specific links to gospel values. Scripture is carefully chosen to engage and inspire pupils. Passages are selected from the previous Sunday gospel by staff. Staff support and lead pupils through worship sessions interjecting when and where needed to deepen

understanding and encourage meaningful participation. Pupils know why the artefacts are placed on the prayer focusses and the altar and can explain their relevance to Catholic tradition. These are carefully chosen by staff to enhance prayer opportunities. In one lesson observed, a key was passed around to illustrate St Peter's 'keys to the kingdom'. This helped the pupils make meaningful connections to their faith. Spaces around the school, inside and out, are used carefully to support pupils' prayer time. Pupils can articulate the reasons for and value of these spaces, which are well cared for by the community. The outside garden is a dedicated memorial space of which they speak fondly. These spaces contribute significantly to the culture of prayer that is evident throughout the school. Families are frequently welcomed into the school to take part in celebrations of the word led by the new headteacher. They value this invitation. The partnership that is growing between school and parish is welcomed by the local clergy.

Leaders have a clear strategic vision that places Christ at the centre of school life and ensures worship is core to the spiritual formation of pupils. They have a secure understanding of how pupils of different ages and abilities can participate meaningfully in worship and have developed a progressive approach that enables pupils to grow in confidence, independence and depth of understanding as they move through the school. Celebrations are well planned around the liturgical year, ensuring that feast days, holy days and significant Church seasons are celebrated with reverence and joy. Governors are invited to attend these celebrations with the school community. Leaders provide opportunities for the whole school to attend Mass in the local church frequently. Catechists and parishioners support the school in delivering programmes for sacramental preparation. These are highly valued by the school. Leaders provide high quality, extensive resources for staff to deliver quality experiences of worship for pupils. Investment has been made in providing staff with suitable professional development which has enhanced their delivery of worship. Staff value these experiences and speak highly of them. As a result, prayer and liturgy is of the highest quality, deeply enriching the faith journey of the school community.

Information about the school

Full name of school	Corpus Christi Catholic Primary School
School unique reference number (URN)	104814
School DfE Number (LAESTAB)	3423451
Full postal address of the school	Corpus Christi Catholic Primary School, Old Lane, Rainford, WA11 8JF
School phone number	01744 678102
Headteacher or Head of School	Mr Greg Hale
Chair of Governors	Mr Ben McMullen
School Website	www.corpuschristirainford.co.uk
Trusteeship	Diocesan
Phase	Primary
Type of school	Voluntary Aided School
Admissions policy	
Age-range of pupils	3 - 11
Gender of pupils	Mixed
Date of last denominational inspection	08 May 2019
Previous denominational inspection grade	Outstanding

The Inspection Team

Sarah-Jane Carroll-Mckevitt

Lead

Katherine Daly

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