

Inspection of Corinthian Community Primary School

Inigo Road, Liverpool, Merseyside L13 6SH

Inspection dates: 3 and 4 November 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are proud of their school. They take a very active part in school life. For example, the charity committee helps organise regular events. Also, digital leaders look after the school's computing equipment.

Warm and friendly relationships are evident between staff and pupils. Pupils think that their teachers are friendly and kind. Pupils feel safe in school because of the care that adults give them. Pupils know that they can speak to staff in school if they have any concerns.

Leaders are determined that all pupils will succeed. They ensure that pupils get the right support from staff to help them learn successfully across different subjects. This includes pupils with special educational needs and/or disabilities (SEND).

Pupils enjoy their learning. They appreciate trips to museums and places of interest that help bring their learning to life. Pupils are excited when Luna, the dog, visits their classes.

Pupils are kind to each other and very welcoming to visitors. They behave well. Pupils listen respectfully to the opinions of others in lessons. They learn that all are equal. Pupils know that any incidents of bullying will be dealt with by their teachers quickly.

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

Leaders are ambitious for all pupils to achieve well. This ambition is reflected in a carefully planned and interesting curriculum. Pupils learn a range of knowledge across different subjects.

In most subjects, leaders have identified the most important knowledge that they want pupils to remember. Pupils learn this knowledge through a well-ordered approach. For example, in mathematics, teachers make sure that pupils learn written calculations in very carefully sequenced steps, starting from early years. In a small number of subjects, curriculum plans are less clear in identifying which knowledge is essential for pupils to learn.

In English and mathematics, teachers make very regular checks to ensure that pupils have a firm grasp of their learning. Teachers use this information to ensure that new learning builds well on what pupils already know. In some other subjects, the checks that teachers make are not as accurate in identifying how well pupils are remembering the curriculum. This means that pupils sometimes move on to new learning too quickly.

Leaders have placed reading firmly at the centre of the school's curriculum. From the time children start in the Nursery class, they enjoy reading and sharing a wide

range of interesting books and stories. Pupils are excited to use the local library. They value reading and read for pleasure.

Leaders provide a wide range of regular training to ensure that staff teach reading successfully. Reading books are carefully matched to the sounds that pupils know. Pupils read very regularly in school to practise their learning. Through precise checks, teachers identify any pupils who need additional support. This support is effective. Pupils develop as confident and fluent readers.

Leaders ensure that any additional needs that pupils have are identified at an early stage. In class, staff give pupils with SEND the help that they need. This ensures that these pupils can learn the curriculum alongside their peers. In early years, staff make detailed checks on children's communication and language knowledge. Staff are experts in giving children the help that they need to learn new words and to speak correctly.

Staff help pupils learn useful techniques to support their well-being. For example, children in Nursery take part in relaxing mindfulness sessions to help them feel calm. Pupils know that they can go to quiet areas in the school when needed. Pupils appreciate the benefits of being in the school's attractive outdoor areas.

Leaders plan a wide range of carefully considered activities to broaden pupils' experiences. For example, pupils represent the school in a variety of different sporting events. Regular trips to the local and wider community help pupils to learn the curriculum.

Pupils learn that all are equal. They develop a mature appreciation of differences, such as ethnicity and religion. Pupils have opportunities to be active and caring citizens. For example, a group of pupils visit the residents of a local care home and sing for them.

Pupils are keen to do their best in lessons and listen attentively to adults. At playtimes, pupils enjoy the activities that leaders provide. Any occasional falling out between pupils is quickly sorted out by adults. In early years, children move calmly around the spacious classrooms. They play and chat very happily together.

Governors provide challenge and support for leaders. However, many of the school governors are new to their roles. They have not had time to develop their expertise in checking that the school's curriculum is effective. Governors are taking steps to improve communication between school and families, including updating the school's website.

Staff enjoy working at the school. They typically describe the school as 'like a family'. Leaders are considerate of staff well-being when making decisions.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff have regular safeguarding training. This means that staff are alert to possible signs of abuse. Safeguarding leaders follow the latest government guidance when dealing with any concerns.

Leaders work closely with a range of professionals to keep pupils safe. Leaders make sure that pupils and their families get the help that they need.

Through the curriculum, pupils find out about how to keep themselves safe. For example, pupils learn about the dangers of drugs and alcohol. Pupils know how to keep themselves safe online. Pupils learn that they should speak to a trusted adult if the actions of others make them feel unsafe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some governors are new to their roles and have not had training. This means that they have not developed their knowledge and expertise to hold leaders to account for their decisions effectively. Governors should ensure that they receive appropriate training to enable them to provide effective challenge and support for leaders.
- In a small number of subjects, leaders have not identified the most important knowledge that pupils should learn and remember. This means that pupils sometimes do not learn what they need to prepare them well for future learning. Leaders should ensure that in all subjects, subject leaders identify the knowledge that pupils need to acquire.
- In some subjects, leaders and teachers do not have a precise knowledge of how well pupils know and are remembering the taught curriculum. This means that teachers do not know whether pupils have acquired secure foundations for future learning. Leaders should ensure that in these subjects, systems are in place to enable staff to check how well pupils are learning.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	104530
Local authority	Liverpool
Inspection number	10199558
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	376
Appropriate authority	The governing body
Chair of governing body	Mark Bayliss
Headteacher	Andy Hudson
Website	www.corinthianprimary.org.uk
Date of previous inspection	20 and 21 October 2015, under section 5 of the Education Act 2005

Information about this school

- The school uses no alternative provision.
- A new headteacher has been appointed since the previous inspection.
- The governing body has undergone considerable change since the previous inspection. A new chair of governors has been recently appointed.

Information about this inspection

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

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors carried out deep dives in these subjects: early reading and phonics, mathematics, history and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of

pupils' work. The inspectors observed pupils reading to a familiar adult. Inspectors also looked at curriculum plans and spoke to leaders and pupils about some other subjects.

- Inspectors spoke with pupils about school life. They held meetings with the headteacher, senior leaders and governors. They met with a representative of the local authority.
- Inspectors reviewed documentation, which included the leaders' evaluation of the school's strengths and areas for improvement.
- Inspectors considered the responses to the staff questionnaire and the responses to the pupil questionnaire.
- Inspectors considered the responses to Parent View, Ofsted's online questionnaire, including the free-text comments. Inspectors spoke with parents and carers at the start of the school day.
- Inspectors reviewed a range of documentation about safeguarding. They spoke with staff to explore their understanding of how to keep pupils safe. They reviewed the school's record of checks undertaken on newly appointed staff.
- Inspectors spoke with the headteacher, staff and pupils to discuss provision for pupils' personal development and pupils' behaviour. They looked at documentation associated with these areas.
- Inspectors spoke with a range of staff to discuss leaders' support for them.

Inspection team

Elizabeth Stevens, lead inspector

Her Majesty's Inspector

John Littler

Ofsted Inspector

Amanda Dodd

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021