

Inspection of Corpus Christi Catholic Primary School

Trent Road, Lambeth, London SW2 5BL

Inspection dates: 1 and 2 May 2024

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 headteachers of this school are Jean Connery and Robert Coyle. This school is part of the Corpus Christi Catholic Primary School single-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Robert Coyle, and overseen by a board of trustees, chaired by Miranda Sawyer.

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

What is it like to attend this school?

Pupils are proud of their school. They play an active role in making it a pleasant place to be for all learners. The values embodied in the school's 'FAMILY' acronym (faith, aspiration, motivation, independence, love, you are unique) are threaded through everything the school does. Many pupils, staff, parents and carers spoke effusively about how the school community is like a family.

Pupils are safe and feel safe at Corpus Christi. Behaviour at the school is exemplary and pupils said that they can turn to any member of staff should they need to. The school is highly attuned to pupils who are finding it difficult to follow the school's high expectations. Pupils feel supported by this approach and know that they can trust adults to help them.

Pupils are eager to learn because the curriculum is well designed, aspirational and interesting. Teachers ensure that pupils are engaged in their learning. Through timely questions and check-ins, teachers know that pupils understand what they are being taught and are ready to move on to new learning. Outcomes in the Year 6 national assessments are well above average. Across subjects, pupils achieve incredibly well.

Older pupils are enjoying learning on the St Martin-in-the-Fields site. Leaders and staff have skilfully and sensitively helped pupils to adapt to school life on the temporary premises, while maintaining the excellent quality of education on offer.

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

The school has created a curriculum that is resolutely focused on all pupils achieving the very best that they can. Leaders have expertly identified the key knowledge that they expect all pupils to know. This focus goes beyond the academic and the school has carefully considered how the curriculum provides pupils with wider experiences that build and grow with them.

Children in the Nursery and Reception classes learn the school's routines and expectations quickly. The curriculum in early years is sequenced so that children build knowledge very well over time. Adults provide deliberately chosen opportunities for children to repeat what they have learned in earlier sessions. For example, when children's successes are celebrated on their rewards charts, adults use this as an opportunity to embed children's mathematical knowledge.

The school sees reading as being central to all pupils' learning. The early reading and phonics curriculum is highly effective. This begins as soon as children join the school. Staff have received suitable training to ensure that there is a consistent approach across all classes. Pupils who are falling behind in any areas quickly receive targeted sessions to ensure that they keep up with their peers. Pupils read widely and enjoy talking about the books that they can choose. The school works closely with its nearby public library so the pupils can access a wide selection of

quality texts. Authors and illustrators are often invited to the school to speak with pupils about their writing process and their books. Pupils speak confidently about their favourite authors and have developed a real love of reading.

The school has high ambitions for all pupils, including those with special educational needs and/or disabilities (SEND). All pupils are integrated seamlessly into their classes, with pupils eager to help each other out with learning. Pupils who require additional support or adaptations have these delivered skilfully by staff. Because of this, pupils with SEND can successfully access the same learning as others. Leaders are well trained and knowledgeable about pupils' needs. They make sure that staff also have the necessary expertise to support pupils effectively in progressing through the curriculum. Pupils achieve exceptionally well, including those with SEND.

These high expectations extend beyond the academic. In music and physical education, for instance, the school has sought out rich opportunities for pupils to learn at a high level. This includes working with the Royal Academy of Music so that all pupils are able to learn to play musical instruments. The school's band, steel pan ensemble and choir perform regularly. Pupils spoke enthusiastically about their experiences, such as working with visiting artists when developing their artwork.

Behaviour is excellent. Pupils are motivated to gain new knowledge. While there is the buzz of busy learning, pupils understand when it is appropriate to work quietly and when it is time for discussion. Consequently, pupils are not disrupted in their learning. Pupils and staff treat each other with courtesy and politeness. The school expects excellence in attendance, just as it does in all aspects of school life. Pupils attend well and are punctual, even with the current challenges of using a second site on a temporary basis.

The school has considered how the provision for pupils' personal development can be as rich and well structured as other aspects of school life. Pupils take part in a wide range of educational trips and visits. For instance, when learning about different faiths and places of worship, they visit a local synagogue. Pupils have opportunities to take on areas of responsibility across the school. For instance, pupil diversity and inclusion champions lead assemblies which aim to help pupils to appreciate and respect difference in the world. Pupils also learn about managing their mental health in an age-appropriate way. They are taught how to discuss their thoughts and feelings.

The governing body is experienced. It clearly understands and fulfils its roles and responsibilities. Leaders and the governing body have worked hard to minimise disruptions to pupils' learning while the junior premises undergoes building works. Staff and parents have felt well informed of what would need to happen to ensure a seamless continuity of learning for their children. Governors are particularly skilled at challenging leaders while equally offering a strong level of support. Staff feel extremely well supported by leaders. They are proud to work at this school.

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	137295
Local authority	Lambeth
Inspection number	10255322
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	393
Appropriate authority	Board of trustees
Chair of trust	Miranda Sawyer
CEO	Robert Coyle
Headteachers	Jean Connery (co-headteacher) Robert Coyle (co-headteacher)
Website	www.corpuschristischool.co.uk
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- The school converted to become an academy in February 2012.
- The co-headteachers took up their substantive posts in September 2013.
- The school is a Roman Catholic school in the Archdiocese of Southwark. The school received its most recent section 48 inspection in March 2023.
- The school does not currently use alternative provision.
- The building usually used by pupils in Year 3 to Year 6 is subject to building works following the discovery of reinforced autoclaved aerated concrete. Pupils in these year groups are being educated on a temporary basis on the site of St. Martin in the Fields High School for Girls.

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 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 met with the co-headteachers and assistant headteachers. They also met with members of the governing body (board of trustees), including the chair, and spoke with representatives from the local authority and archdiocese.
- Inspectors carried out deep dives in these subjects: reading, mathematics, PE, geography and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons and spoke to teachers. They also spoke to some pupils about their learning and looked at samples of pupils' work. Other subjects were considered as part of this inspection.
- 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.
- Inspectors also spoke to some parents and considered the responses to the Ofsted online survey, Parent View. They also reviewed the responses to the Ofsted staff and pupil online surveys.

Inspection team

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