

# Inspection of a school judged good for overall effectiveness before September 2024: Corpus Christi Catholic Primary School

St James's Square, Boscombe, Bournemouth, Dorset BH5 2BX

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Inspection dates:

3 and 4 December 2024

## Outcome

Corpus Christi Catholic Primary School has taken effective action to maintain the standards identified at the previous inspection.

## What is it like to attend this school?

Corpus Christi is a wonderful place to learn. The school embraces pupils from all backgrounds and provides a warm and nurturing education. Pupils say, 'The school believes in us and helps us follow our dreams'. The school celebrates pupils' individuality and identity.

Pupils rise to the high expectations staff have of them. These stem from the school's virtues, particularly of stewardship. Pupils show great compassion for the world around them. For example, they litter pick in the nearby beach. Staff have high ambition for pupils. Pupils make tremendous progress from their starting points. The outcomes achieved by Year 6 pupils in the 2024 national tests reflect this.

Pupils enjoy celebrating the many cultures within the school community. They hold a 'Corpus Christi feast day' to celebrate food and culture. Pupils have a firm understanding of the fundamental British values. Visits from a local Member of Parliament help them learn about democracy and how parliament passes laws. Pupils feel strongly about everyone's right to individual liberty. They learned what it was like for someone from another country who lost this right. Pupils learn powerful messages that help them to develop a sense of self and place in the wider world.

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

The school has carefully constructed a broad curriculum that is challenging and caters for the school's specific context. It has considered the high proportion of pupils who arrive with English as an additional language and provides bespoke support for those who are

refugees. The knowledge pupils need to learn at each stage is explicit for teachers. Interwoven with this is the vocabulary pupils need to learn. Teaching emphasises these new words. For example, teachers explain the origin of words such as 'biome' so pupils can make predictions about what the words mean and make links to other words that are similar. As a result, pupils develop deep knowledge of the curriculum and can articulate their learning well.

Staff are adept at identifying misconceptions, particularly in the early years. They use these as a teaching point. As an example, teachers show children numbers and tell them the wrong answer to help them identify the right one. This helps children instantly recognise numbers. Warm and nurturing relationships mean pupils feel comfortable to make mistakes and show resilience. Staff check how well pupils are learning through probing questioning and regular recaps of previous learning. This helps pupils build knowledge and make links across the curriculum.

The school sparks a love of reading through ensuring pupils can see themselves in the books they read. Children read books that match the sounds they know. Staff are well trained to teach the phonics programme. Regular checks means the school identifies and provides support to any pupils who need it. Because of this, pupils learn to read confidently and fluently.

There are no limits placed on pupils' learning. The school supports pupils with special educational needs and/or disabilities (SEND) very well. It has robust processes in place to identify needs. Pupils with SEND have lessons adapted to meet their individual needs. Pupils who arrive to the school with English as an additional language also have tailored support. Staff accurately assess these pupils to find out precisely what support they need. This means these pupils progress extremely well from their starting points.

The school has thoughtfully considered with research their approach towards the development of character education. Pupils are proud to earn 'golden apples' for 'doing the right thing even when no one is watching'. From early years, children quickly learn the school routines. The school's thorough work on attendance means pupils attend school regularly.

Pupils benefit from a meticulously planned programme to develop them beyond the academic. Pupils develop confidence, for example through debating historical events. They recognise significant people through their 'role models', such as St Oscar Romero 'who gave a voice to the voiceless'. Pupils share their views through the many leadership roles such as the 'caring cadets' who support younger pupils. They have a strong sense of charity. Pupils raised money for the Red Cross and refugees by walking to Boscombe pier. They are well prepared for their next stage.

Governors know the school well. They have an accurate understanding of the impact of the quality of education on pupils. The school has taken steps to manage staff workload and support staff well-being. However, its current strategies are not fully effective. While some staff feel well supported, others have concerns about workload and well-being. This is having a negative impact on staff morale.

## Safeguarding

The arrangements for safeguarding are effective.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Some staff do not feel well supported with their workload and well-being. This is impacting on staff morale. The school should work with staff to understand their views so that all staff feel valued and that workload is well considered.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 second ungraded inspection since we judged the school to be good for overall effectiveness in March 2015.

## 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

<b>Unique reference number</b>	113845
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10334668
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	418
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Anna Murphy-Sullivan
<b>Headteacher</b>	Simon Lennon
<b>Website</b>	<a href="http://www.cccpschool.co.uk">www.cccpschool.co.uk</a>
<b>Date of previous inspection</b>	6 November 2018, under section 8 of the Education Act 2005

## Information about this school

- There have been changes to leadership since the previous inspection. The current headteacher took up post in September 2020
- This is a Roman Catholic primary school. It is part of the Diocese of Portsmouth. The school received a section 48 inspection for schools of a religious character in February 2020. Its next inspection under section 48 is due within five years of this date.
- The school has a higher proportion than the national average of pupils who speak English as an additional language.
- There is a before- and an after-school club for pupils who attend the school.
- The school does not use any alternative provision.

## 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 the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector spoke with school leaders, parents, governors and representatives from the local authority and diocese.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector observed pupils' behaviour in lessons and around the school site. Additionally, the inspector spoke to pupils to discuss their views about the school.
- The inspector considered responses to the online survey, Ofsted Parent View, including free-text responses. She also looked at responses to Ofsted's online staff and pupil surveys.

### **Inspection team**

Lakmini Harkus, lead inspector

His Majesty's Inspector

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