School report

Inspection of Corpus Christi Catholic Primary School

Ellenborough Park South, Weston-super-Mare, Somerset, BS23 1XW

Inspection dates: 14–15 September 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	Requires improvement

What is it like to attend this school?

Pupils flourish at this school. School leaders have tackled previous weaknesses determinedly one by one. They have clarified what good learning needs to look like. There is a caring and positive culture and expectations are high. Leaders have turned this school around.

Pupils demonstrate the values of respect, kindness, love, courage and perseverance that ripple through the school. They genuinely care and look out for one another. Pupils talk with pride about how they are buddies to younger pupils. Together they use 'kind hands' and 'kind words'. Staff discuss bullying with pupils so that they are aware of different sorts to look out for. However, pupils told us that bullying simply does not happen.

The school is a calm place, created by a staff team who enjoy working there. A strong team spirit helps staff to achieve the very best for every pupil. Pupils feel safe and they are safe. Consequently, they are talkative, polite and confident. Pupils are prepared well for their futures.

Many parents told us how happy they are with the improvements. One parent summed it up saying, 'The school is a lovely community where my child is very happy. Children thrive here and become well-rounded individuals.'

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

Leadership across the school is strong. The quality of education has been transformed under the leadership of the executive headteacher and the head of school. Governors contribute well to the school's effectiveness.

The curriculum has been completely redesigned to provide carefully structured learning. Subject leaders recognise that the foundations for the school's curriculum start in the Reception class. Children enjoy well-constructed activities that support their development through to Year 1 and beyond.

Subject leaders are knowledgeable and provide strong support for their colleagues. In English and mathematics, the curriculum sets out the important knowledge that pupils need to learn and remember. Pupils are able to recount and show their understanding. Leaders are now working on identifying essential learning for some other subjects, such as history.

Reading is at the heart of learning across the school's curriculum. Learning in different subjects includes high-quality books. Leaders are determined that pupils develop strong vocabulary through the emphasis on using engaging and relevant texts. Pupils are aware of the need to be good readers to help them with their work. They enjoy reading for pleasure both at home and in school.

School leaders work closely with a range of partners to make sure that staff have the training and guidance they need to improve learning for pupils. The programme for phonics is a good example. Working alongside local authority advisers, a new locally developed phonics programme is now in place. From the very first day in the Reception class, staff waste no time in helping children to listen to and identify sounds. Consistent approaches mean that pupils in Years 1 and 2 recognise the different stages of the phonics lesson. Because of this, pupils, even at the very start of the school year, contribute confidently to lessons. Pupils who need more help with reading are quickly identified and receive extra reading sessions. Occasionally, some pupils in the very early stages of learning to read are given books to take home that are a little too hard for them.

Leaders have implemented changes to how teachers and pupils use assessment to improve learning. Much careful thought has gone into how, and when, is best to use feedback to help pupils move forward with their learning. Pupils told us that they value the whole class and individual feedback they receive.

Pupils' personal development is promoted well across the school and their well-being is prioritised. Pupils appreciate the extra time and consideration given to them if they have anxieties. They particularly value the support provided by the learning mentor. The pupil chaplaincy team work to support anyone who needs help, both within the school and across the wider community. Through activities such as supporting local food banks and collections for charities, pupils have opportunities to learn to respect and support others.

The school has an inclusive culture. Pupils with special educational needs and/or disabilities are supported well to take part in all activities both during the school day and outside it. Leaders are clear in their ambition that pupils are helped to learn to be as independent as possible. The new special educational needs coordinator has a firm grasp of what needs to be done to ensure that all pupils achieve well. This work is building on the strong systems already in place to identify needs and to work closely with parents.

Safeguarding

The arrangements for safeguarding are effective.

The school's curriculum provides many opportunities for pupils to learn about safeguarding risks, for example about risks online. The designated safeguarding lead (DSL), along with others on the safeguarding team, ensures that staff are knowledgeable and vigilant. Staff know the signs of abuse, neglect and exploitation and what to do if they have any concerns. Secure reporting systems, alongside effective partnership working with other agencies, ensure that pupils and their families get the help they need, when they need it. Recruitment is well-organised and managed effectively. Governors provide strong oversight of safeguarding policies and procedures.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is mapped out in detail for each subject and each year group. However, the curriculum in a few subjects does not set out the essential knowledge that pupils need to learn. As a result, the school cannot be sure that pupils will learn the important knowledge they need for future learning. Leaders need to identify the essential learning that pupils need to learn and remember across all subjects.
- Occasionally, pupils who are at the early stages of learning to read have books to take home that are too hard for them to read confidently. The words go beyond pupils' phonic knowledge. This can mean that pupils lose confidence when trying to read independently, which could slow their progress. Leaders need to ensure that pupils who are at the early stages of learning to read are given books to take home that match their phonic knowledge. In addition, staff and parents need to understand the school's rationale for the books selected for pupils to take home.

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	109242
Local authority	North Somerset
Inspection number	10200949
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	The governing body
Chair of governing body	Nicola Scribens
Headteacher	Helen Taylor
Website	www.corpuschristiweston.co.uk
Date of previous inspection	21–22 November 2017, under section 8 of the Education Act 2005

Information about this school

- Corpus Christi Catholic Primary School is part of the Diocese of Clifton. The school's last section 48 inspection was in October 2017.
- In January 2018, the school federated with St Joseph's Catholic Primary and Nursery School in Burnham-on-Sea. The federation is known as The Holy Trinity Catholic Federation and has one governing body.

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 received since the COVID-19 (coronavirus) 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 reading, mathematics and history. 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.

- Inspectors met with a representative from the local authority and had a telephone call with a representative from the Diocese of Clifton. An inspector met with four governors, including the chair of the governing body.
- To inspect safeguarding, inspectors spoke to staff, governors, pupils and parents about safeguarding arrangements. An inspector met with the DSL and deputy DSL to discuss staff recruitment, safeguarding processes and training.
- Inspectors talked with pupils informally in lessons and at breaktimes. They also visited the dining hall at lunchtime and observed pupils' movement around the school. Formal meetings also took place with two groups of pupils.
- Inspectors reviewed a range of school documents. These included information about attendance, behaviour and the school's curriculum, governors' minutes and improvement plans.
- Inspectors spoke with parents at the end of the first day. Inspectors considered the 30 responses to Ofsted's online questionnaire, Ofsted Parent View, and the 15 responses to a staff questionnaire. An inspector also met with staff to gather their views.

Inspection team

Tonwen Empson, lead inspector	Her Majesty's Inspector
Paul Smith	Ofsted Inspector

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