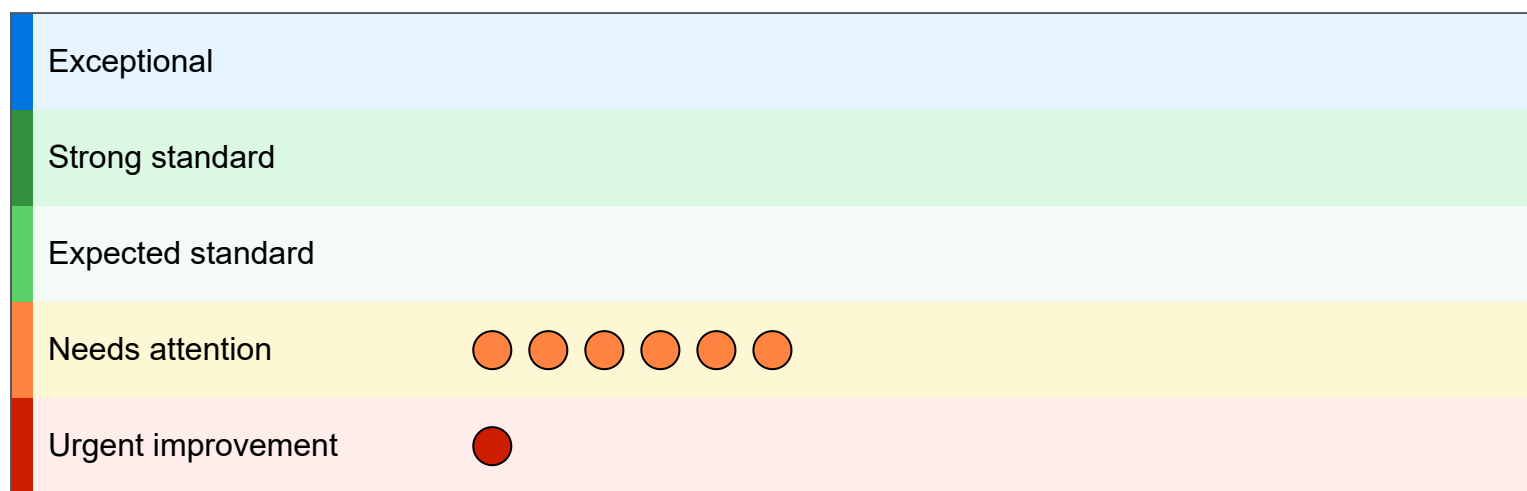


Corinthian Community Primary School

Address: Inigo Road, Liverpool, Merseyside, L13 6SH

Unique reference number (URN): 104530

Inspection report: 20 January 2026



✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

⊗ This school requires significant improvement

His Majesty's Chief Inspector is of the opinion that this school requires **significant improvement** because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Needs attention ●

Attendance and behaviour

Needs attention ●

In recent years, pupils' attendance has been below national averages. Too many pupils do not attend school regularly. This means that they miss important learning. Leaders track pupils' individual attendance closely. They understand the reasons for absences and have worked sensitively but purposefully with families to improve pupils' attendance. This work is beginning to have a positive impact and the attendance of many pupils is starting to improve. However, it is too early to tell if the improvements will be sustained over time.

Leaders and staff set high expectations for pupils' behaviour. Pupils meet these expectations by behaving well. The school has a calm and nurturing atmosphere. Classrooms are purposeful. Staff establish clear routines that help pupils understand what is expected of them. They apply behaviour policies consistently and adapt approaches effectively for pupils with special educational needs and/or disabilities, when appropriate. This helps pupils to feel secure and enables them to transition smoothly between activities during the school day. Staff foster positive relationships with pupils and guide them effectively to make good choices. Pupils typically listen attentively and try their best in lessons.

Pupils enjoy socialising at playtimes and lunchtimes. Many play together with consideration and care. Pupils know that staff deal quickly with any incidents or disagreements. When pupils struggle to manage their behaviour or emotions, staff take effective approaches to support them. This helps pupils to feel safe.

Curriculum and teaching

Needs attention ●

Leaders have recently started to improve the curriculum and teaching. However, while their actions are appropriate, they are at an early stage of implementation. This means it is too soon to determine the impact of this work on pupils' learning.

Weaknesses in the previous subject curriculums mean that some pupils, particularly in key stage 2, have gaps in their knowledge. This includes gaps in their foundational knowledge in reading, writing and mathematics. Work to develop strategies that staff can use to check what pupils remember from previous learning is at an early stage. For some pupils, planned learning does not build on what they know or resolve gaps in their knowledge. Staff sometimes do not adapt learning well enough to meet pupils' needs, including those who are disadvantaged or those with special educational needs and/or disabilities. As a result, some pupils do not acquire the knowledge they should and their understanding of important concepts is superficial.

Leaders have recently taken decisive action to review the curriculum. They have made sure that it is ambitious, progressive and suitable for each subject and year group. Staff have benefitted from training to strengthen their subject knowledge.

Early years

Needs attention 

Leaders have recently revised the early years curriculum to ensure that it is increasingly ambitious. In many areas, the curriculum outlines what children should know and be able to do. It incorporates opportunities to develop language, as well as supporting children to secure early reading, mathematics and writing knowledge. Generally, children are increasingly ready for their learning in Year 1. Nevertheless, some children do not learn as well as they could. This is because some staff do not engage in conversations effectively with children to build their knowledge and deepen their learning.

Relationships between staff and children are positive. Staff know the children well. They support children to develop social skills as they play alongside their friends. Children in the provision for 3-year-olds are supported ably by staff to understand the rules and routines. They settle quickly.

The school prioritises reading. Children look forward to the special time each day when adults read to them. Reception-age children benefit from a well-ordered phonics programme.

The school partners closely with parents and carers to consider each child's experiences, interests and starting points. When necessary, the curriculum is adapted to reflect these.

Inclusion

Needs attention 

Leaders have recently revised the systems and processes for identifying and assessing pupils' needs and reducing barriers to learning. Although these actions are appropriate, their impact is not yet evident consistently across the school, including in the specially resourced provision. Leaders know that more work is needed.

Staff have benefitted from recent training. They typically identify pupils who need additional support and gather relevant information about the barriers to learning that these pupils face. The pupil premium strategy reflects the needs of vulnerable pupils. However, staff do not use all of this information consistently to plan appropriate next steps. Some pupils do not get the timely help that they need. As a result, the progress of some disadvantaged pupils or those with special educational needs and/or disabilities (SEND) is hindered. Although leaders monitor these pupils' achievements, the evaluation of the impact of any additional support, for some groups of pupils, is at the early stages.

Despite these weaknesses, leaders ensure that all pupils feel included and valued. Care is taken to understand the needs of new cohorts of pupils. Staff work closely with families and external professionals to secure the wider support that pupils need. Pupils, including those who are disadvantaged or with SEND, trust staff and know who to approach for help. This fosters a strong sense of belonging.

Leadership and governance

Needs attention 

Leaders have identified the school's strengths and areas for improvement accurately. They have acted decisively to address pressing priorities. However, some changes have not led to improvement quickly enough in some areas. For instance, both the progress and attainment of pupils have been consistently below the national averages over time. This means that many pupils, including disadvantaged pupils, do not achieve as well as they should.

Following a period of turbulence, the school is now in a position of greater stability. Many staff speak positively about the school. They praise the guidance and support they receive from leaders to carry out their roles effectively. Staff have benefited from suitable curriculum training recently. This is helping them to deliver the curriculums more effectively. Leaders manage staff workload and wellbeing with care, and staff value this thoughtful approach.

Many governors have been newly appointed since the previous inspection. They understand their statutory duties. Governors are beginning to improve their oversight of the school's work. They have more accurate information about the curriculum and how well pupils achieve than previously. However, some of these improvements to governance are at an early stage, and the impact is unclear.

Leaders also work closely with parents and carers to ensure that they understand the work of the school. This helps to strengthen the partnership between home and school. While some parents acknowledge the instability that the school has experienced, many say that they feel involved in their child's learning.

Personal development and wellbeing

Needs attention 

Leaders have started to strengthen the school's personal development offer. They have also taken deliberate steps to broaden pupils' experiences by introducing a wide range of enrichment and extra-curricular activities. However, this work is still in its early stages, and it is too soon to determine its impact.

Pupils are beginning to understand concepts, such as democracy, through experiences like school council elections. Many pupils show kindness and tolerance, for instance they appreciate that some of their peers sometimes need extra help to manage their behaviour. Nevertheless, some pupils do not have a secure understanding of fundamental British values or protected characteristics due to previous weaknesses in the personal development programme. Leaders' recent actions are making a positive difference, however, this work is not embedded fully and is not consistently effective across the school.

A growing programme of trips and visitors link closely to the curriculum and reflects the needs of the local community. Alongside this, the personal, social, health and economic curriculum is structured well and covers important content, including health, safety, first aid, economic awareness and relationships. Leaders carefully design meaningful experiences that many pupils would not access otherwise. Thoughtful adjustments encourage disadvantaged pupils and those with special educational needs and/or disabilities to attend extra-curricular activities. Nevertheless, participation of these groups of pupils remains lower than that of their peers.

Many pupils demonstrate an age-appropriate understanding of risks, including water safety. They know how to stay safe online and how to keep themselves physically and mentally healthy. Pupils value the introduction of new leadership roles, such as reading ambassadors, or members of the eco- and school councils. These roles help to develop pupils' confidence and sense of responsibility. In the early years, children learn how to manage their emotions, build friendships and resolve disagreements calmly. These skills are reinforced across the school through lessons, playtimes and group activities, creating a feeling of community and belonging.

Urgent improvement ●

Achievement

Urgent improvement ●

Many pupils do not achieve well. Published data from national tests taken at the end of Year 6 shows a pattern of considerable underachievement for pupils, notably for disadvantaged pupils. Both the progress and attainment of pupils have been consistently below the national average over time. Leaders are taking some appropriate action to improve these outcomes. However, these improvements are at an early stage.

Some of leaders' actions are bearing fruit and pupils are beginning to achieve more highly. For instance, in key stage 1, improvements to the teaching of phonics mean that more pupils read with fluency and accuracy than previously. This helps them to access the curriculum in key stage 2. Nevertheless, across the wider curriculum, pupils' achievement is not where it should be. Gaps in pupils' basic knowledge and skills are not closed quickly enough. A significant number of pupils do not build up a secure body of knowledge that prepares them to be successful in the future.

What it's like to be a pupil at this school

Pupils receive a warm welcome each morning at this friendly school. They feel safe. They know kind and caring staff will listen to any worries that they may have. This helps to foster a sense of belonging.

Pupils have recently started to benefit from learning a curriculum that is suitably ambitious. However, this improvement is too recent to have had an impact on how well pupils achieve. Weaknesses in the previous curriculum mean that some pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, have wide gaps in their learning. These pupils are not sufficiently well prepared for the next stage of their education. For several years, published outcomes in national tests have been significantly below average. Current pupils underachieve considerably.

Clear routines and expectations underpin behaviour. Pupils respond positively to these and behave well. Many pupils have positive attitudes to their learning. They delight in the array of rewards they receive for working hard and demonstrating the school's values, such as resilience, kindness and respect. Pupils are not worried about bullying. They are confident

that staff will stop any unkind behaviour swiftly. Many pupils attend school more regularly than was previously the case. Their attendance has improved. Despite this, too many pupils still miss too much school. They miss out on important learning and experiences.

The school has recently made changes to what it offers pupils beyond lessons. Pupils talk with excitement about new experiences, such as visiting a farm or joining clubs. These activities are starting to help pupils grow in confidence and explore new interests. That said, a number of these changes are very new. Some are too recent to have had an impact on pupils' personal development and wellbeing. This means that pupils are not prepared as well as they should be for their future lives.

Next steps

- Leaders and those responsible for governance should continue to act swiftly so that the shortcoming in pupils' education are resolved, leading to sustainable improvements.
 - Those responsible for governance should continue to build their knowledge and expertise so that they are better able to hold leaders to account for the quality of the school's work and pupils' achievements.
 - Leaders should ensure that staff have the necessary knowledge and expertise to identify pupils' needs accurately and remedy gaps in their knowledge so that pupils make the progress that they should through the curriculum.
 - Leaders should ensure that attendance improves for all pupils to be at least in line with national averages.
 - Leaders should ensure that a coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences so that all pupils, including those who are disadvantaged, benefit and are well prepared for their future lives.
 - Leaders should ensure that staff have the skills to engage in high-quality interactions with children in the early years, so that children learn the key vocabulary that they need to deepen their learning.
-

About this inspection

The chair of the board of governors in this school is Michael Morris.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other school leaders and staff during the inspection. The lead inspector met with members of the governing body, including the chair of the governing body. Inspectors also spoke with a representative of the local authority.

Inspectors gathered parents' views by considering the responses to Ofsted Parent View and by talking to parents. The inspectors also reviewed responses to Ofsted's online staff survey.

In accordance with section 44(2) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

The inspectors confirmed the following information about the school:

The school includes a specially resourced provision for pupils with an education, health and care plan for severe learning difficulties and autism. Twenty pupils attend the provision.

The school makes use of one registered alternative provision.

The school has undergone a significant change since the previous inspection. A new headteacher took up the post in November 2024. Several staff and most governors, including the chair of governors, have been appointed recently.

Headteacher: Jemma Cliffe

Lead inspector:

Victoria Burnside, His Majesty's Inspector

Team inspectors:

Amy Fidler Fidler, Ofsted Inspector

Rob Brown, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 20 January 2026

School and pupil context

Total pupils

383

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

438

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

39.83%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

10.44%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

19.84%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	35%	61%	Below
2024/25 (revised)	22%	62%	Below
2023/24 (final)	39%	61%	Below
2022/23 (final)	44%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	74%	Below
2024/25 (revised)	48%	75%	Below
2023/24 (final)	57%	74%	Below
2022/23 (final)	69%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	72%	Below
2024/25 (revised)	48%	72%	Below
2023/24 (final)	59%	72%	Below
2022/23 (final)	60%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	44%	73%	Below
2024/25 (revised)	24%	74%	Below
2023/24 (final)	55%	73%	Below
2022/23 (final)	56%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	25%	46%	Below
2024/25 (revised)	24%	47%	Below
2023/24 (final)	24%	46%	Below
2022/23 (final)	26%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	62%	Below
2024/25 (revised)	48%	63%	Below
2023/24 (final)	41%	62%	Below
2022/23 (final)	68%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	59%	Close to average
2024/25 (revised)	48%	59%	Close to average
2023/24 (final)	47%	58%	Close to average
2022/23 (final)	58%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	38%	60%	Below
2024/25 (revised)	28%	61%	Below
2023/24 (final)	41%	59%	Below
2022/23 (final)	47%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	25%	68%	-43 pp
2024/25 (revised)	24%	69%	-45 pp
2023/24 (final)	24%	67%	-44 pp
2022/23 (final)	26%	66%	-40 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	80%	-27 pp
2024/25 (revised)	48%	81%	-33 pp
2023/24 (final)	41%	80%	-39 pp
2022/23 (final)	68%	78%	-10 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	51%	78%	-27 pp
2024/25 (revised)	48%	78%	-30 pp
2023/24 (final)	47%	78%	-31 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	58%	77%	-19 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	38%	80%	-42 pp
2024/25 (revised)	28%	81%	-53 pp
2023/24 (final)	41%	79%	-38 pp
2022/23 (final)	47%	79%	-32 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.5%	5.2%	Above
2023/24 (3 term)	7.7%	5.5%	Above
2022/23 (3 term)	7.9%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	25.4%	13.3%	Above
2023/24 (3 term)	23.4%	14.6%	Above
2022/23 (3 term)	22.1%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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