

# Inspection of Corpus Christi Catholic Primary School

Chestnut Grove, New Malden, Surrey KT3 3JU

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Inspection dates:	22 and 23 October 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils are happy at this welcoming school. This is a school where everyone is included and valued. Kind and compassionate staff greet pupils warmly as they arrive at school. Pupils are safe and enjoy attending school. Pupils' attendance is extremely high.

Pupils understand what adults expect of their behaviour and rise to these high expectations. Most pupils, including those with special educational needs and/or disabilities (SEND), demonstrate this through their enthusiasm for learning.

The school's values inform all aspects of school life. This begins in the Nursery, where children show exceptional levels of concentration, care and support for each other. The school provides highly effective pastoral support for the pupils in its care.

Leaders have established a curriculum that is ambitious for pupils. This helps most pupils to meet the school's high expectations for their achievement.

Older pupils relish taking on many leadership responsibilities, such as school council members, librarians and prefects. Pupils appreciate their involvement in community projects, including raising money for charities. They are proud to help others and to celebrate their contributions to the life of the school. Pupils learn what it means to be a positive and active citizen.

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

The school's curriculum is ambitious and designed to meet the needs of pupils, including those with SEND. The provisional published outcomes for 2024 reflect pupils' high achievements. In many subjects, including mathematics and English, it is clear how pupils' learning builds up step by step and deepens over time. For example, in mathematics, children in the early years develop an understanding of number patterns through carefully chosen resources. Pupils build on this knowledge higher up the school.

The school accurately identifies pupils' additional needs. It ensures that pupils with SEND receive the support they need. Staff check pupils' knowledge and skills effectively. Sometimes, staff do not design learning activities which emphasise the important knowledge that pupils need to learn and remember. This can lead to some pupils losing concentration and not recalling their learning as accurately and precisely as they should.

Pupils develop a keen sense of responsibility for each other and for their own behaviour. The school has established 'the pod' to support pupils with complex needs and an area to complete 'sensory circuits'. This helps them regulate their emotions and begin the day in a positive way. Classrooms are calm and purposeful. This enables most pupils to focus on learning well.

Leaders have made learning to read a high priority. The school fosters a love of reading. From the early years, children have many opportunities to access books and are immersed in a language-rich environment. Children are systematically taught phonics.

They relish listening to adults reading carefully chosen texts. The school ensures that pupils practise reading books that match the sounds they know. Staff quickly identify pupils who do not keep up with the programme. Staff skilfully help these pupils to catch up. As a result, most pupils learn to read fluently and confidently.

Pupils value and celebrate the school's diverse community, including different faiths. Pupils visit places of worship to learn about different views and beliefs. Pupils appreciate taking part in a wide range of trips, visits and outdoor education at the school's own outdoor learning area. Pupils also benefit from listening to visitors to the school, such as local authors. This helps them to build a knowledge of concepts such as fairness, tolerance and equality. Pupils enjoy a wide range of clubs, such as chess, computing, choir and sewing. The school provides sporting opportunities for most pupils, and they have been successful in winning local tournaments, such as school hockey. These experiences help to deepen pupils' learning and to broaden their horizons.

Governors provide the school with effective support and challenge. They have clear systems in place to ensure that they are well informed about the school. Governors carefully check on the school's work to provide an education for pupils to be successful. Staff feel valued and supported and enjoy working at the school. They appreciate the steps that the school takes to support their well-being and to reduce their workload, for example looking at the assessment and recent changes to the school's feedback policy.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Sometimes, the school has not adapted learning or activities with enough precision to ensure that pupils deepen their understanding of key knowledge. As a result, some pupils lose concentration and interest in their learning and are less well prepared for future learning. The school should ensure that the curriculum is adapted effectively in order to meet pupils' needs so that all pupils can concentrate on their learning and know and remember more.

## **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 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>	102594
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	10287197
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	430
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Dr Ricarda Micallef
<b>Headteacher</b>	Marie Baxter
<b>Website</b>	<a href="http://www.corpuschristikingston.co.uk">www.corpuschristikingston.co.uk</a>
<b>Date of previous inspection</b>	6 March 2018, under section 8 of the Education Act 2005

## Information about this school

- The school uses two registered alternative provisions.
- There are before- and after-school clubs for pupils who attend the school.
- The school is a Roman Catholic school in the Archdiocese of Southwark. The school received its most recent section 48 inspection in June 2019.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 headteacher and with other school leaders.
- Inspectors met with some governors, including the chair of governors.
- Inspectors spoke with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, music and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke with leaders about the curriculum in some other subjects, including science, and looked at samples of pupils' work.
- Inspectors observed some pupils from Years 1 to 3 read to a familiar adult.
- 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.
- Inspectors observed pupils' behaviour during lessons and around the school.
- Inspectors spoke with pupils, in meetings and at lunchtime, about their wider experience of school. They also considered the responses to Ofsted's online survey for pupils.
- Inspectors reviewed a range of documents, including leaders' evaluation of the school's strengths and areas for improvement and documents relating to pupils' behaviour and attendance.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also spoke with some parents during the inspection.
- Inspectors spoke with staff about their workload and well-being. They also considered the responses to Ofsted's online survey for staff.

## Inspection team

Phil Garnham, lead inspector

His Majesty's Inspector

Kathleen Williams

Ofsted Inspector

Seamus Gibbons

Ofsted Inspector

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