

Corinthian Community Primary School

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

Unique reference number (URN): 104530

Monitoring inspection: 9 June 2026

This school had a [full inspection on 20 January 2026](#). We graded some areas as 'urgent improvement' and 'needs attention' from the full inspection. We carried out a monitoring inspection on 9 June 2026.

Inspectors only considered the areas marked as updated.

Inspectors focused on the following areas: Achievement, Curriculum and teaching, Early years, Inclusion, Leadership and governance.

To find out more read our [monitoring inspection guidance](#).

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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 **Updated**

Needs attention 

Since the previous inspection, leaders have continued to improve the curriculum. They are ensuring that teachers have clarity in what to teach and how to do this, including for the mixed-age classes. Heightened expectations for the teaching of reading, writing and mathematics mean that pupils' learning is increasingly focused on building their knowledge securely. However, many pupils have significant gaps in their basic skills, which prevents them from being prepared for the next stage of their education. Too often, pupils' learning is moved on before they have this important knowledge in place, particularly in writing and mathematics. There is further work to do to support staff to address gaps in pupils' learning more swiftly. In addition, improvements to ensuring that teaching meets pupils' starting points, including those who are disadvantaged or those with special educational needs and/or disabilities, remains a work in progress.

Staff continue to benefit from the professional learning opportunities, which are supporting them to be increasingly confident in the delivery of the raised expectations of the curriculum on offer. For example, the teaching of early reading has been prioritised. Training in the teaching of phonics and the use of assessment to inform catch up support for pupils who struggle to read has increased staff's confidence. Despite this, improvements to the teaching of subjects beyond reading are at an earlier stage. Pupils' experience of learning across the school and across subjects remains uneven.

Early years **Updated**

Needs attention 

The revised early years curriculum has raised ambition for the youngest children at the school. 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. Children are increasingly ready for their learning in Year 1. Nevertheless, some children do not learn as well as they could. This is because they are not supported to engage in conversations with adults that build their knowledge effectively. In addition, leaders are at an early stage of providing opportunities for children to apply and deepen their learning matched to their developmental stages.

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

Leaders' revised systems and processes for identifying and assessing pupils' needs and reducing barriers to learning are beginning to bear fruit. However, the impact of this work is variable across the school, including in the specially resourced provision for pupils with special educational needs and/or disabilities (SEND). Staff typically identify pupils who need additional support and gather relevant information about the barriers to learning that these pupils face. Professional learning opportunities for staff have focused on how to meet the range of needs of pupils with SEND. While there are some signs that this work is beginning to pay dividends, these improvements are at an early stage. Adaptations to the delivery of the curriculum for pupils with SEND are not typically well considered. Pupils with SEND invariably rely on additional adults to support them to access their learning. This hinders pupils' independence and hampers the progress they make from their starting points.

Leaders have an appropriate strategy for the use of pupil premium funding for disadvantaged pupils. This is focused on removing barriers these pupils face to their learning and wellbeing. However, support provided for these pupils continues to be inconsistent. This prevents pupils from achieving all that they should. Although leaders check pupils' progress through the curriculum, the evaluation of the impact of this additional support for disadvantaged pupils, is still developing.

Leadership and governance UpdatedNeeds attention 

Leaders have taken effective and decisive action to tackle the considerable shortcomings identified at the previous inspection. They have ensured that weaknesses are being tackled in a systematic and considered manner, ensuring that the right areas are prioritised in the right order. There has been a focus on securing a firm foundation on which to build further improvements. Despite this, some aspects of this improvement work are further along than others. For example, teachers are better equipped to teach the improved curriculum. However, the impact of this work on pupils' progress across the curriculum remains too variable to ensure that Year 6 pupils are ready for their move to secondary education. Many pupils, including those who are disadvantaged, do not achieve as well as they should.

Leaders have continued to build on the stability that has been secured following a period of significant turbulence for the school. Despite the considerable changes that leaders have had to make, staff morale is high. The majority of staff value leaders' consideration of their workload and wellbeing. They are positive about the changes that have been made. Leaders and staff are committed to the journey of improvement that the school has embarked upon. Subject leaders are beginning to grow into their roles. They value the support and guidance that they are receiving to develop their skills and knowledge. However, this work is in its infancy.

Governors have galvanised themselves following the previous inspection. They are better placed to offer appropriate challenge and support. Increased oversight is ensuring that governors are keeping a close eye on the school's progress against its improvement priorities. They recognise that much of this work is at an early stage. Governors understand and fulfil their statutory duties, including with regards to safeguarding.

Leaders have a clarity of focus about what needs to be addressed next and how this should be done. They have used external support wisely to target the areas that need most improvement. Productive partnerships have focused on further improving the curriculum offer and the consistency of teaching across the school. Leaders continue to work with parents and carers to ensure that they understand the work of the school. Overall, parents recognise and appreciate the improvements that have begun to be made at the school.

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  Updated

Urgent improvement 

Published outcomes in national curriculum tests at the end of key stage 2 evidences considerable underachievement for pupils, notably for those who are disadvantaged. Many pupils leave Year 6 ill-prepared for secondary school. Leaders' actions to address

weaknesses in pupils' achievement are beginning to pay dividends. Continued improvement to the teaching of phonics mean that increasing numbers of pupils read with fluency and accuracy. Pupils are also receiving an improving experience in their lessons. This is evident in some pupils' understanding of their current and recent learning. Nonetheless, pupils continue to have significant gaps in their knowledge, particularly in writing and mathematics. These gaps are not identified or closed swiftly enough.

Beyond English and mathematics, pupils do not acquire the knowledge they should. Different subjects are at different stages of development. Pupils' understanding of important concepts is superficial. They do not have the knowledge and skills that they need across the curriculum to be ready for the next stage of their education.

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

Monitoring inspection : 9 June 2026

For several years, pupils' attainment in reading, writing and mathematics in national curriculum tests by the end of Year 6 has been below the national average. Increasingly, pupils currently at the school are beginning to benefit from learning a curriculum that is suitably ambitious. However, weaknesses in the previous curriculum mean that some pupils, including those with barriers to their learning and/or wellbeing continue to have wide gaps in their knowledge. Leaders have begun to address these gaps. This is beginning to improve pupils' achievement, particularly in reading. In writing and mathematics, however, this work is at an earlier stage. Many pupils underachieve considerably. These pupils are not sufficiently well prepared for the next stage of their education.

Full inspection : 20 January 2026

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 **Updated**

- 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 use their knowledge and expertise 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 inspector conducted this monitoring inspection under section 8(2) of the Education Act 2005. It was carried out to evaluate the progress leaders have made in improving the evaluation areas graded as 'urgent improvement' and 'needs attention' at the previous full inspection.

This was the first monitoring inspection since the school was judged to require significant improvement following the full inspection that took place in January 2026.

The purpose of the monitoring inspection was to identify and report on the school's progress in addressing the priorities for improvement set out in the report card from the full inspection. Inspectors may change a grade for one or more evaluation area determined at the full inspection based on evidence gathered during the monitoring inspection.

Headteacher: Jemma Cliffe

Lead inspector:

Rebecca Jewitt, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 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 6 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 needs support 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

Year	This school	National average	Compared with national average
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

Year	This school	National average	Compared with national average
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

Year	This school	National non-disadvantaged score	School disadvantage gap
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
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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright