

Corpus Christi Catholic Primary School

Address: Lyttelton Road, Stechford, Birmingham, West Midlands, B33 8BL

Unique reference number (URN): 103424

Inspection report: 17 March 2026

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.

Strong standard

Inclusion

Strong standard 

Inclusion is at the heart of the school's offer. Even before children start school, leaders work with families to understand barriers so that support can be implemented at the earliest stage. The team of skilled practitioners work closely with pupils and families across the school to understand their challenges. This ensures that highly effective support is in place for pupils with barriers to learning and/or wellbeing.

Leaders ensure that the systems to assess the needs of pupils with special educational needs and/or disabilities (SEND) are accurate and regular. Staff understand and implement them well. Leaders and staff work together to tailor support and intervention to pupils' specific needs. This is shaped alongside professionals and parents. Leaders monitor this systematically so that support is responsive and adapts to pupils' changing needs. The effective support removes barriers and enables pupils to progress well. Leaders make reasonable adjustments that improve the school experience for pupils with SEND. The 'Nest' provision provides highly effective support to younger pupils, which removes barriers and significantly enhances their experience of school. As a result, these pupils make consistent progress and have clear plans to support their next steps.

Funding for disadvantaged pupils is spent well. Leaders work closely with the virtual school. As a result, disadvantaged pupils and those known to social care have a sense of belonging and achieve.

Expected standard

Achievement

Expected standard 

Many pupils enter the school with low starting points, but make rapid progress through the school. By the end of Year 1, pupils achieve in-line with national averages in the phonic check. In the Year 4 multiplication tables check, pupils achieve well. By the time they leave key stage 2, pupils achieve highly in national examinations in reading, writing and mathematics. Disadvantaged pupils achieve far better than their peers nationally in these tests. Pupils with special educational needs and/or disabilities progress well from their starting points.

In some subjects, such as reading, writing and mathematics, pupils develop detailed knowledge and demonstrate this in their high-quality work. They know more and remember more. However, in wider curriculum subjects their knowledge is less secure.

Because of the effective work the school does to prepare pupils for life after Corpus Christi, pupils are well prepared for their next steps in education.

Attendance and behaviour

Expected standard 

Leaders analyse attendance trends and intervene effectively. They understand typical reasons for absence and implement innovative strategies to address them. This has resulted in swift improvements and pupils' attendance is now broadly in-line with national averages. Disadvantaged pupils also attend well. Leaders use their knowledge of families and individuals to provide tailored support. This is reducing persistent absence over time. A warm, loving culture contributes to pupils wanting to come to school.

Pupils' behaviour is excellent. Leaders have established a calm and orderly environment. There are warm, mutually respectful relationships between adults and pupils. Across all aspects of the school day, pupils consistently make positive choices. They work hard and want to do well. Staff understand the school's approach to behaviour and implement strategies and support effectively. This helps ensure that pupils learn in a consistent, safe environment. On the rare occasion where pupils need additional support with their behaviour, leaders take action swiftly, drawing on internal and external expertise. Bullying, discrimination or abuse is never tolerated. Leaders have robust systems to deal with this. As a result, pupils say it is rare.

Curriculum and teaching

Expected standard 

Leaders have designed a curriculum tailored to the needs and aspirations of the community. They have given careful thought to how to broaden knowledge and experiences. There is a clear rationale behind their actions. Staff have the subject knowledge they need to explain content clearly. They check pupils' understanding well, which shapes explanations and instruction. However, sometimes task design does not provide pupils with enough opportunity to extend their thinking and to use the taught vocabulary.

Phonics is taught effectively. Where pupils have not secured important reading, writing or mathematical knowledge, leaders ensure they catch-up quickly. There is a sense of urgency in closing gaps in learning. Teachers use assessment effectively to ensure pupils access timely same-day intervention. This helps them to be ready for the next step in their learning.

Staff adapt teaching for pupils facing barriers to their learning. This helps these pupils to access learning, so they can make progress through the curriculum. Staff provide appropriate provision for pupils with special educational needs and/or disabilities so that they access a suitable curriculum tailored to their needs.

Early years

Expected standard 

Leaders have a clear vision for the early years and understand the importance of a positive start to school. They work with families to ensure children transition into the school successfully. This partnership work ensures children settle quickly. There are positive relationships in place between home and school right from the start.

Staff have established effective routines and teach children to understand different emotions. As a result, they have established a calm, warm and safe environment for children to learn in. Staff interact warmly with children. Typically, these interactions are high-quality

and extend language and vocabulary. However, children would benefit from more interactions across the school day so that they have more opportunities to practise using taught vocabulary and sentence structures.

Leaders have designed a curriculum that builds children's knowledge across all seven areas of learning. Phonics is taught effectively and reading is prioritised. Children develop important early mathematical and writing knowledge. Staff work hard to address gaps in learning so that pupils are ready for the next stage. Early years staff pass detailed information on to the Year 1 teachers. This ensures that children's new teachers support them well when they move to Year 1.

Leadership and governance

Expected standard 

Leaders are passionate about the community they serve. They understand the context deeply. Everything they do is in the best interests of the pupils. Vulnerable pupils, such as those with special educational needs and/or disabilities (SEND), pupils known to social care or those that may be disadvantaged benefit significantly. Leaders understand the school's strengths and typically identify appropriate areas for improvement. This is resulting in positive impact in the areas that leaders have focused on. For example, attendance is improving and outcomes at the end of key stage 2 are high.

Governors understand their statutory duties and have implemented appropriate checks to assure themselves of the effectiveness of leaders' work. They access training which helps them to provide effective support and challenge. There is a powerful shared vision for the school, which is evident in the caring, compassionate way leaders and staff interact with pupils.

Leaders are considerate of workload and wellbeing. They put measures in place to support staff. Staff say they appreciate this. Early career teachers access effective support and mentorship. The whole-school professional learning programme generally equips staff with the expertise they need. This is also tailored to individuals, such as through coaching and external training. There is considerable expertise to support the most vulnerable pupils, such as those with SEND.

Leaders have built close relationships with the community. Parents are highly supportive of the school's work. This is because leaders address issues quickly and support pupils effectively.

Personal development and wellbeing

Expected standard 

Leaders have established an effective personal development programme. It is carefully designed to meet the needs of the school's context. This ensures that pupils have experiences, opportunities and knowledge which help them make positive choices across all areas of their life. Disadvantaged pupils particularly benefit from this offer. While pupils develop secure knowledge across this programme, in some areas this knowledge is not as detailed as it could be.

Pupils are reflective, well-mannered and considerate. The school's values of kindness, respect and compassion are deeply embedded. Pupils also develop their knowledge of

fundamental British values, such as tolerance, liberty and the rule of law. They know why it is important for everyone to have a say. This results in a culture of respect for all, regardless of background or difference.

Leaders ensure that pupils have access to a suitable range of opportunities that prepare them for later life. For example, visitors to school, including ex-pupils, talk to pupils about different careers, helping them to understand future pathways. These opportunities support pupils to think about their own aspirations and understand the importance of working towards future goals. Leaders nurture pupils' talents and interests through sports competitions and musical opportunities such as instrumental teaching. The curriculum is brought to life and made relevant through trips and carefully selected experiences.

Pupils develop their understanding of healthy relationships. They understand the importance of treating others as they would wish to be treated. They understand risks both online and offline so know how to keep themselves safe. Pastoral support is effective. As a result, pupils are confident to share concerns and worries with trusted adults, which supports their wellbeing.

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

Pupils skip into school with smiles on their faces and are warmly greeted by adults. There are strong relationships in place across the school. Because they feel safe, loved and cared for, pupils experience a powerful sense of belonging. Everyone is welcome in this highly inclusive school. It is an environment where pupils can flourish.

Corpus Christi is a hub of learning where every moment counts. Pupils experience effective teaching across the school. They access the support they need to secure important reading, writing and mathematical knowledge. This means they achieve well in end of key stage 2 examinations and are well-prepared for the next stage. Pupils' knowledge across the wider curriculum is not quite as detailed. Those with barriers to learning progress well from their starting points because staff have high expectations of what they can achieve. Pupils with special educational needs and/or disabilities access tailored and effective support.

Across the school, behaviour is highly positive and classrooms are calm. Pupils enjoy their learning and work hard. Pupils say that bullying incidents are rare. They know they can talk to a trusted adult if they experience an issue. Pupils want to come to school and learn, which helps them to attend increasingly well.

Pupils enjoy a wide range of opportunities and experiences that enrich their learning. For example, they visit a coast to study coastal erosion and a valley to study river formation. Leaders ask pupils what they are interested in to ensure the school offers clubs and experiences matched to their interests. Leaders and families work together to overcome any barriers to access these experiences so that they are an entitlement for all.

By the time they leave school, pupils are well prepared for life in modern Britain. They know how to make a difference as a positive member of the community, value difference and treat others with respect.

Next steps

- Leaders should ensure that teachers design activities that help pupils to build depth in their knowledge and vocabulary across the wider curriculum.
 - Leaders should continue their work to secure consistently high attendance for all pupils.
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About this inspection

The chair of the board of governors in this school is Mr Jon Clinton

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 school leaders, including the headteacher, deputy headteacher and other leaders. They also spoke with representatives of the governing body.

The school does not currently use alternative provision.

This school is registered as having a Catholic religious character. Its last Section 48 inspection was in October 2022 and was graded 'Good' overall.

There have been some changes since the last inspection, including new senior leaders.

Headteacher: Mrs Julie Taylor

Lead inspector:

Matthew Seex, His Majesty's Inspector

Team inspectors:

Claire Jones, His Majesty's Inspector

Anna Vrahimi, His Majesty's Inspector

Donna Wright, 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 17 March 2026

School and pupil context

Total pupils

406

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

405

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)

58.62%

Well 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

1.72%

Below 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

14.04%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Well 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	72%	61%	Above
2024/25 (revised)	75%	62%	Above
2023/24 (final)	73%	61%	Above
2022/23 (final)	69%	60%	Above

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	80%	74%	Above
2024/25 (revised)	82%	75%	Close to average
2023/24 (final)	78%	74%	Close to average
2022/23 (final)	81%	73%	Above

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	77%	72%	Close to average
2024/25 (revised)	80%	72%	Above
2023/24 (final)	80%	72%	Above
2022/23 (final)	71%	71%	Close to average

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	83%	73%	Above
2024/25 (revised)	83%	74%	Above
2023/24 (final)	81%	73%	Above
2022/23 (final)	83%	73%	Above

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	69%	46%	Above
2024/25 (revised)	72%	47%	Above
2023/24 (final)	61%	46%	Above
2022/23 (final)	71%	44%	Above

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	78%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	82%	63%	Above
2023/24 (final)	64%	62%	Close to average
2022/23 (final)	86%	60%	Above

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	75%	59%	Above
2024/25 (revised)	79%	59%	Above
2023/24 (final)	68%	58%	Close to average
2022/23 (final)	74%	58%	Above

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	81%	60%	Above
2024/25 (revised)	85%	61%	Above
2023/24 (final)	68%	59%	Close to average
2022/23 (final)	89%	59%	Above

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	69%	68%	1 pp
2024/25 (revised)	72%	69%	3 pp
2023/24 (final)	61%	67%	-7 pp
2022/23 (final)	71%	66%	5 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	78%	80%	-1 pp
2024/25 (revised)	82%	81%	1 pp
2023/24 (final)	64%	80%	-15 pp
2022/23 (final)	86%	78%	7 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	75%	78%	-3 pp
2024/25 (revised)	79%	78%	1 pp
2023/24 (final)	68%	78%	-10 pp
2022/23 (final)	74%	77%	-3 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	81%	80%	2 pp
2024/25 (revised)	85%	81%	4 pp
2023/24 (final)	68%	79%	-12 pp
2022/23 (final)	89%	79%	9 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)	5.6%	5.2%	Close to average
2023/24 (3 term)	6.3%	5.5%	Above
2022/23 (3 term)	6.9%	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)	16.0%	13.3%	Close to average
2023/24 (3 term)	20.1%	14.6%	Above
2022/23 (3 term)	23.8%	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.

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