

Inspection of Great Glen St Cuthbert's Church of England Primary School

The Chase, Great Glen, Leicester, Leicestershire LE8 9EQ

Inspection dates: 4 and 5 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Requires improvement

What is it like to attend this school?

The school's motto, 'Doing all the good we can through faith, love and excellence', is lived out by staff and pupils at the school. Staff and parents say the school is a warm and friendly community, where everybody is welcomed.

The learning values at St Cuthberts are not just words. In all aspects of school life, pupils are encouraged to be responsible, resilient, reflective, resourceful and risk takers. By showing these values, pupils earn 'dojo points' and gain certificates in awards assembly. One pupil summed up the views of many when they said, 'Learning is fun, and teachers encourage us with the values.'

Pupils feel safe. They know that they can use the worry boxes in each class. They appreciate the support that they get to help deal with their emotions. They value the well-being club, which was established by the school council. This is well attended.

Pupils are inclusive and welcoming. They show kindness and respect towards each other and staff. They enjoy getting dojos for following the school rules. They know that they will lose 'golden time' if they do not. Pupils say that bullying is rare. However, should it occur, they know it will be taken seriously by staff.

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

Leaders have designed a curriculum that sets out the knowledge and skills that pupils will learn in each subject and at each stage of their education. Teachers plan and deliver lessons that pupils enjoy. As one pupil summed up, 'They teach us how to learn in fun ways.' However, in some places, the curriculum does not make clear enough the content that pupils are expected to know and remember.

Leaders have ensured that teachers are well trained. In most cases, teachers present subject matter clearly. They help pupils to remember what they have learned. They check on how pupils are getting on and intervene quickly where help is needed. However, in a small number of subjects, leaders have not thought carefully enough about how and when pupils will revisit what they have learned before. As a result, in these subjects, pupils' recall of the curriculum is inconsistent. Additionally, in some subjects, the curriculum does not take sufficient account of what children have learned in the early years. This means that the strong foundations laid are not always maximised.

Although at an early stage of implementation, the school's phonics programme is taught consistently well throughout the school. Children begin to learn the sounds that letters make as soon as they start school. Teachers use similar routines in all classes to help children sound out words. The books that pupils read are closely matched to the sounds they learn in class. Teachers are quick to spot any children who begin to fall behind. They provide extra support to make sure that they keep up.

The curriculum in the early years is meticulously planned. It ensures that children settle into school and quickly gain important knowledge. Leaders take full account of what children already know. Teachers adapt lessons skilfully to build upon children's interests. Children are guided to put the skills they are taught to good use, such as when making flags for the King's Coronation. Staff are experts at helping children to improve their communication and vocabulary.

Pupils with special educational needs and/or disabilities (SEND) are well catered for. Leaders are quick to identify any additional needs that pupils with SEND might have. The special educational needs coordinator works closely with teachers to ensure that the help provided works effectively and enables pupils to follow the curriculum.

Pupils' personal development is a priority for the school. Weekly assemblies ensure that pupils are knowledgeable about British values. They know why these are important. Pupils enjoy taking on a range of leadership responsibilities, such as play leaders and well-being ambassadors. In response to requests from the school council, leaders have introduced a wider variety of clubs, including pottery and karate.

Pupils behave well. They settle quickly in lessons. They play collaboratively. In the early years, children are taught to treat each other with respect and kindness. Strong community links, including with the local church, contribute to a cohesive ethos. Leaders act swiftly to address any concerns about attendance.

Leaders and governors know the school well. They understand the school's strengths and the areas in which it needs to improve. Staff say that they enjoy working at the school. They feel very well supported by leaders. Those working in the early stages of their teaching careers value the support they are given.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide regular safeguarding training for staff. Staff pass on any concerns quickly. Safeguarding leaders ensure that pupils receive the support they need. Leaders work closely with families and outside agencies to ensure that support is effective. Governors carry out regular checks to ensure that the school's safeguarding procedures are working as they should.

The curriculum helps pupils to know how to stay safe in a range of situations, including online. Pupils know who to speak to if they have a concern. They know that it will be dealt with.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the curriculum does not make clear the most important content that pupils are expected to know and remember. Leaders have not thought carefully enough about how and when pupils will revisit what they learned before. This means that pupils' recall of curriculum content is inconsistent. Leaders should ensure that the curriculum across all subjects makes clear the most important content that pupils should know and remember and contains clearly defined opportunities to revisit and embed learning.
- In some subjects, the curriculum does not take sufficient account of what children have learned in the early years. This means that the strong foundations laid in early years are not maximised. In these subjects, leaders should ensure that the sequence of learning builds on the firm foundations established in the early years.

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](#)' 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	120131
Local authority	Leicestershire
Inspection number	10268357
Type of school	Primary
School category	Voluntary Controlled School
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	310
Appropriate authority	The governing body
Chair of governing body	Parveen Kapoor
Headteacher	Jenny Hawkins
Website	www.stcuthberts.leics.sch.uk
Date of previous inspection	22 to 23 October 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not make use of any alternative education providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in reading, mathematics, science, history and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- Inspectors met with the headteacher, the deputy headteacher, curriculum leaders and a sample of teaching and support staff. Inspectors met with the leaders

responsible for pupils with SEND and those responsible for disadvantaged pupils, behaviour, attendance and personal development.

- The inspectors looked at curriculum planning for further subjects, including design and technology and music.
- The inspectors met with the early years leader, reviewed curriculum documentation and visited the early years setting.
- The lead inspector met with the designated leader for safeguarding to discuss the actions taken to keep pupils safe. The lead inspector reviewed a range of documents, including the school's single central record.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance, and documentation relating to attendance and pupils' behaviour.
- The lead inspector listened to a sample of pupils read to a familiar adult. Inspectors met with groups of pupils from across the school.
- The lead inspector met with a group of governors and a representative from the local authority.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff and pupil survey.

Inspection team

Ann Davey, lead inspector	Ofsted Inspector
Katie Towers	Ofsted Inspector
Paul Lowther	Ofsted Inspector

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