

Inspection of a good school: Loughborough Church of England Primary School

William Street, Loughborough, Leicestershire LE11 3BY

Inspection dates: 17 and 18 May 2023

Outcome

Loughborough Church of England Primary School continues to be a good school.

What is it like to attend this school?

Loughborough Church of England Primary School is a nurturing school. Leaders have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Pupils work hard in lessons. They enjoy learning and are eager to talk about what they know. One child in the Reception class excitedly shared their knowledge of life cycles by telling the inspector: 'A caterpillar turns into a chrysalis and then into a butterfly.'

The school's Christian values underpin everything at the school. Pupils know why these values are important. Pupils feel happy and safe. They are polite and well mannered. One pupil shared: 'My school is special because our teachers are accepting and supportive. Teachers always help you.'

Pupils understand what bullying is and the different forms that it can take. They say that it happens very rarely. At lunchtimes, pupils make good use of the wide range of activities on offer. They learn how to play safely.

Pupils enjoy taking part in fundraising events within the local community. A recent example of this was a 'colour dash'. Pupils show pride in the responsibilities that they take on, such as being a school councillor.

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

Leaders have prioritised reading. All staff have been trained to deliver the school's phonics programme. As a result, phonics is taught consistently well. Teachers regularly check on how pupils are getting on. Any pupils who begin to fall behind get swift help to keep up. Extra support is put in place to help any pupils who struggle.

Pupils' reading books are well matched to the sounds that they have been learning in class. This helps pupils to become fluent and confident readers. Staff read to pupils regularly. Over time, pupils develop a love of reading.

Leaders have created a well-planned and sequenced curriculum. Across all subjects, it makes clear the knowledge and skills that pupils are expected to acquire at each stage of their education. Teachers' subject knowledge is secure. They plan well-sequenced lessons. They help pupils to improve their vocabulary and to talk about what they have learned. Lessons build systematically on what pupils already know. As a result, in most cases, pupils remember what they have learned. However, the curriculum is at an early stage of implementation. As such, not all content has been taught. This means that there are some gaps in pupils' learning that are yet to be filled.

Children get off to a good start in the early years. The environment is bright, engaging and well organised. Well-established routines help children to develop their independence. Adults are skilled at helping children to develop their communication and language skills. Children are prepared very well for the next stage of their education.

There is a systematic approach to supporting pupils with SEND. Leaders ensure that these pupils' needs are understood. In most cases, pupils with SEND get the help that they need to learn the curriculum. However, this is not consistent. In a small number of cases, teachers do not think carefully enough about the work that they provide. In some cases, the work is too easy and does not help pupils to learn the curriculum as well as it should.

The school's provision for pupils' broader development is strong. Pupils have an age-appropriate understanding of the different types of families and relationships that make up modern Britain. Pupils understand the importance of exercise and eating a healthy diet. Visitors and trips, including residential visits, help to bring the curriculum to life. Pupils have access to a diverse range of clubs, including 'hand bells'.

The school is well led and managed. Leaders value the effective challenge and support provided by the trust. Staff feel supported by leaders, both professionally and personally. One member of staff summed up many when they said: 'Leaders are accessible and will always help wherever needed.' Staff say that the school is like a 'supportive family'. They value the wide range of training and support provided by leaders and the trust.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture at the school. Regular training and updates are at the heart of this. Leaders regularly check that staff remember key safeguarding messages. The trust carries out regular audits to ensure that the school's policy and procedures are working effectively.

Staff know how to report concerns. Record-keeping is robust. Leaders are tenacious in their communication with external agencies. Leaders swiftly secure support for pupils and their families where needed.

Pupils feel safe. They know how to stay safe, including online. They share that they can talk to any adult in school should they have any worries or concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the newly introduced curriculum is not yet fully embedded. As a result, there are gaps in pupils' knowledge in some areas of the curriculum. Leaders should complete their work to ensure that the curriculum is fully embedded and consistently results in pupils knowing and remembering the intended content.
- In a small number of cases, teachers do not think carefully enough about the work that they provide for pupils with SEND. In some cases, they provide work that is too easy and does not help them to learn the curriculum as well as it should. Leaders should ensure that all staff have the pedagogical expertise required to meet the needs of all learners effectively in all areas of the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Loughborough Church of England Primary School, to be good in November 2012.

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

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| Unique reference number | 140911 |
| Local authority | Leicestershire |
| Inspection number | 10240430 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 203 |
| Appropriate authority | Board of trustees |
| Chair of board of trustees | Stephen Mark Adshead |
| Headteacher | Janine Stillwell |
| Website | www.loughborough-primary.co.uk |
| Date of previous inspection | 17 May 2017, under section 8 of the Education Act 2005 |

Information about this school

- At the time of the inspection, the headteacher was also the acting special educational needs coordinator.
- The school does not use any alternative education providers.

Information about this inspection

- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic and has taken that into account in her evaluation of the school.
- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke with teachers and pupils and looked at samples of pupils' work. The inspector also looked at curriculum documentation for art and design.
- The inspector listened to a sample of children from the Reception Year and key stage 1 read to a familiar adult.

- The inspector met with the designated safeguarding leaders to discuss the actions taken to keep pupils safe. She spoke with pupils and staff about safeguarding. She reviewed a range of documents, including the school's single central record, the school's self-evaluation and improvement plans.
- The inspector visited the breakfast club and spoke with parents at the start of the school day. She considered the responses to Ofsted's online questionnaire, 'Parent View', and considered the results of the staff and pupil questionnaires.
- The inspector met with representatives from the local governing body and the RISE multi-academy trust.

Inspection team

Luella Manssen, lead inspector

Ofsted Inspector

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