

Inspection of a good school: Christ Church & Saint Peter's CofE Primary School

8 Rothley Road, Mountsorrel, Loughborough, Leicestershire LE12 7JU

Inspection dates:

20 and 21 June 2023

Outcome

Christ Church & Saint Peter's CofE Primary School continues to be a good school.

What is it like to attend this school?

Christ Church and Saint Peter's Primary School is a warm and friendly school. The school's motto, 'We aim high, caring for everyone', is evident in all aspects of school life. This is a school with a big heart that embraces children and makes them feel safe, happy and welcome.

Pupils have warm relationships with adults in school. Pupils know that staff expect them to behave well. Respect is an expectation of all.

Leaders are ambitious for all pupils. The school is very inclusive. Staff are determined that all pupils, including those with special educational needs and/or disabilities (SEND), receive the support they need to flourish and achieve well.

A range of enrichment activities develops pupils' talents and interests. Pupils benefit from a wide range of extra-curricular activities, including sports clubs, chess club, coding club and the popular history club.

Staff know the pupils and their families well. Parents and carers are overwhelmingly positive about the school. A typical comment was, 'The school has a really strong and supportive ethos. It feels like all children are seen and nurtured as individuals.' Another parent commented, 'The school is fantastic. It is like a family.'

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

The school provides pupils with a good quality of education. Leaders have constructed an ambitious, well-sequenced curriculum. Leaders have identified the key knowledge that pupils need to know and remember across the curriculum. Leaders want pupils to be subject experts, such as 'mathematicians in mathematics and historians in history'.

Teachers have good subject knowledge. Most teachers present the material carefully and provide clear explanations. However, on occasion, some teachers do not always provide activities that help pupils learn the intended curriculum. In lessons, they check pupils' understanding and correct misconceptions. However, pupils are not always clear about how to develop their written work across the wider curriculum.

Leaders have made reading a high priority. Early reading is taught well. Leaders make sure that staff have the skills they need to deliver the phonics programme. Pupils read books that are well suited to their phonic knowledge. They use their skills effectively to decipher unfamiliar words. Teachers swiftly identify pupils who fall behind and help them to catch up. Pupils say they enjoy reading.

The provision for pupils with SEND is strong. Leaders have ensured that this is a highly inclusive school. Staff value every pupil, provide strong support and ensure that resources are suited to these pupils' needs. They adapt their teaching, so that these pupils can access the curriculum. The school's specialist 'nest' provision offers pupils a calm and well-considered space, where experts are on hand to support pupils. The school's two therapy dogs, Crumble and Sandy, are a key part of the school community. Parents often say that the school goes 'above and beyond' for their child.

Children in the early years settle well. It is a happy learning environment. Teachers quickly establish clear routines in the early years. They behave well and focus during lessons. Considerable thought goes into ensuring that learning opportunities have real purpose. For example, the daily learning that happens in the mathematics session then features throughout the learning environment.

Leaders have worked hard to improve the attendance of all pupils. However, too many vulnerable pupils are persistently absent from school. This means they miss out on learning. Leaders are aware that they need to continue to improve the attendance of some pupils.

The school's work to support pupils' wider development is strong. They have a well-sequenced personal, social and emotional development programme in place. Pupils are respectful and tolerant of everyone in the school community and beyond. They are knowledgeable about fundamental British values and why they are important. Pupils said that 'all are welcome here'. The school prepares them well for life in modern society.

Governors and trustees make regular visits to the school. They understand the school's strengths and areas for development. The school is well led and managed. Staff morale is high. They know the leaders think about them and make sure that workload is considered and their well-being is a high priority. Staff are proud to work at this school.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff are well trained to recognise the signs that might indicate a concern. They know the procedures to follow if they are worried about a

pupil. Safeguarding leaders are knowledgeable about safeguarding risks in the local area. They liaise well with external agencies when a pupil needs extra help to keep safe.

The curriculum helps pupils to know how to keep themselves safe, including when online and with road safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some aspects of the curriculum need further refinement, in particular the use of assessment in foundation subjects. Leaders should ensure that assessment enables pupils to develop and deepen their understanding, and that the work set is matched to pupils' ability.
- Too many vulnerable pupils are persistently absent. They are missing education and are at risk of falling behind their peers. Leaders should continue to develop strategies to ensure that all pupils attend regularly.

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 first ungraded inspection since we judged the school to be good in November 2017.

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	141222
Local authority	Leicestershire
Inspection number	10254929
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	418
Appropriate authority	Board of trustees
Chair of trust	Stephen Adshead
Headteacher	Clare Clay
Website	www.mountsorrelschool.org.uk
Date of previous inspection	14 and 15 November 2017, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Rise Multi Academy Trust.
- The school uses two registered alternative educational providers.
- The school has specially resourced provision for pupils with have social, emotional and mental health needs.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, other school leaders and members of the governing body and trust.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to groups of pupils about their learning and looked at samples of pupils' work. The inspector listened to pupils in Year 1 read to a member of staff.

- The inspector reviewed the school's systems for keeping pupils safe. A meeting was held with the designated safeguarding leader. The lead inspector scrutinised the school's single central record.
- The inspector observed pupils' behaviour in lessons and around the school site during playtime.
- The inspector spoke with groups of pupils and staff. The lead inspector spoke to parents at the start of the school day and considered the responses to Ofsted Parent View, Ofsted's online survey, and the staff survey.

Inspection team

Dawn Ashbolt, lead inspector

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

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 <http://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 2023