

# Inspection of a good school: Sherrier Church of England Primary School

Bitteswell Road, Lutterworth, Leicestershire LE17 4EX

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Inspection dates:

11 and 12 July 2023

## Outcome

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

## What is it like to attend this school?

Staff greet pupils with a friendly 'good morning' each day. This helps everyone to get off to a good start. Pupils enjoy 'happy lunchtimes'. It is a friendly and harmonious opportunity for pupils to relax with friends or use the play equipment. It is a time to enjoy a well-deserved break.

Pupils know if they have a worry or concern they can put it in the 'worry box'. They know that a member of staff will read it. They are confident that a member of staff will help. One pupil said, 'Teachers are around to sort things out.'

In lessons, pupils behave well. They listen to the adults. They enjoy their learning. They know it is important. One girl said: 'Maths helps you in lots of subjects. It will help me become a pilot.' Pupils are mature for their age and thoughtful. They learn from one another.

The vast majority of parents who responded to the survey were positive about the school. One parent, whose comment was typical of many, said: 'Children love it here.'

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

Leaders have implemented an ambitious curriculum. For each subject, they have thought carefully about how pupils' skills build over time. They have considered the knowledge they want pupils to know.

Leaders are now reviewing and refining the curriculum. They want it to be even better. For example, in history and geography, leaders have identified the knowledge they want pupils to know. However, leaders have identified too much knowledge. The key knowledge at each stage of learning is not prioritised. As a result, teaching does not develop important concepts as well as it could to help deepen pupils' understanding.

Knowledge is not always connected from different topics. Pupils do not learn as well as they could in all subjects.

In other subjects such as mathematics, the knowledge is precisely identified. Teachers know exactly what pupils need to learn at each stage. Leaders ensure that staff are well trained. Staff use different resources to help pupils learn. They ask questions that make pupils think deeply. They use sentence stems to help pupils use and understand new mathematical words.

In some lessons, pupils with special educational needs and or disabilities (SEND) do not always achieve as well as they should. Learning is not always adapted to meet their needs. Adults do not always provide the right type of activities. This results in pupils not being able to remember important knowledge.

The teaching of reading is a priority in the school. Leaders provide regular training and support. As a result, teaching is effective. Pupils remember the important sounds they learn. They can read the tricky 'star words'. Pupils regularly practise their reading at home and in school. They enjoy reading and listening to stories. Leaders check that pupils remember the sounds they have been taught. They know which pupils need extra teaching. Leaders ensure that pupils who have fallen behind in their reading receive well-focused learning in small groups. They ensure that teaching helps them learn the sounds they do not know. Teachers give reward points to pupils who read every day at home. Pupils who find reading more difficult read every day to an adult in school. As a result, pupils who have fallen behind catch up quickly.

Leaders ensure that children in the early years foundation stage get off to a good start. They have a clear vision for the setting. They know what they want children to learn. There are many exciting activities for children to engage in their learning. Children enjoy writing letters using the sounds they know. They evaluate the models they have made. They love sitting in the book corner and sharing a story together. Children work independently and complete tasks. They try their best. They are happy and friendly. They are eager to talk about their work.

The curriculum supports pupils' broader development. Leaders ensure pupils learn how to have positive relationships. They ensure that pupils know how to stay safe, including when around water and when learning online. They teach the pupils how to stay mentally and physically well.

Staff have high expectations. They are keen to help pupils achieve. Staff appreciate the support they get to help them teach better. They say it makes a difference.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders prioritise safeguarding pupils at the school. Safeguarding leaders meet regularly to discuss how staff can help pupils to stay safe. Leaders train staff to ensure that they know how they can support pupils and their families. Regular training also ensures that all

staff know what to look out for and what to do if they have a concern. Staff know they must report any concern they have.

Leaders act swiftly when they are concerned. They are tenacious in their work. They know the needs of the families they support and provide the help they need.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders have not prioritised the key knowledge that pupils need to learn in a couple of subjects. As a result, the curriculum in these subjects does not always build on what pupils already know. Leaders need to identify the important knowledge that pupils should learn across all subjects. They must ensure that the curriculum builds appropriately on pupils' previous learning.
- Teachers do not always consider as well as they could the needs of pupils with SEND when planning the curriculum. When this is the case, pupils do not always get the support they need to help them learn. Leaders must make sure that teachers consistently adapt the curriculum effectively, to meet pupils' needs so that all pupils get the help they need to learn well 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 first ungraded inspection since we judged Sherrier Church of England Primary School to be good in November 2016.

## **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

<b>Unique reference number</b>	146611
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10268513
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	414
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Russell Andrews
<b>Headteacher</b>	Lyndsey Beckett
<b>Website</b>	<a href="http://www.sherrierprimaryschool.co.uk">www.sherrierprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Sherrier Church of England Primary School converted to become an academy school in June 2019. When the predecessor school, also called Sherrier Church of England Primary School, was last inspected, it was judged to be good overall.
- The school does not use any alternative provision.

## 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 this evaluation of the school.
- The inspector held meetings with the headteacher, senior leaders, subject leaders, early years leader and special educational needs and disabilities coordinator. The inspector all met with members of the governing body and representatives from Embrace multi-academy trust.
- The inspector carried out deep dives in these subjects: reading; mathematics; and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector heard pupils read.

- The inspector reviewed curriculum documentation in other subjects.
- To judge the effectiveness of safeguarding, the inspector read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff and met with the safeguarding team. The inspector also spoke with staff and pupils.
- The inspector reviewed the responses received on Ofsted Parent View and considered the results of Ofsted's questionnaire for staff and pupils.

### **Inspection team**

Andy Lakatos, lead inspector

Ofsted Inspector

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