

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

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

Inspection dates: 22–23 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this school?

Pupils enjoy their time at school. They appreciate that staff make learning fun. They are polite around school. Several pupils said 'good morning' to visitors. Pupils say that they feel safe in school. Pupils are confident that if they need help staff will support them. They could not remember the last time bullying happened at their school. They felt that if it did, staff would deal with it quickly.

The school's values, which include kindness, courage and friendship, are brought to life in everything that the school does. Pupils are proud of their friends when they achieve well. In the Reception class, a bell rings and everyone stops to hear the good news of a child's success.

Not all subjects are planned in enough detail. Teachers do not make sure that pupils gain the important knowledge they need to help them know more and remember more.

Pupils behave well most of the time. Most pupils move around the school sensibly. Some teachers deal quickly with poor behaviour, so that there are no interruptions to pupils' learning. In some classes this is not the case and pupils are not always able to get on with their work.

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

Since the new headteacher joined the school, clear improvements can be seen. Parents and carers who spoke to inspectors commented on the improved relationships between home and school. They also say that the 'feel' of the school has improved. Staff appreciate the support they receive. They say that leaders consider their workload. The headteacher and governors have a good understanding of the quality of education and what needs to improve.

The teaching of mathematics has improved over the past year. The leadership team identified that planning needed to change. Teachers know what pupils need to learn. Teachers plan lessons that build on what pupils have learned in mathematics before. This is not the case in science, art and some aspects of reading, which are not as well planned.

Early reading is well taught in the Reception class. Pupils learn their phonics quickly. They use this knowledge to read words that are new to them. This is not developed well enough when pupils join key stage 1. Staff teach phonics well and provide support for those pupils who fall behind. However, they do not make sure that the books that they give to more-confident readers contain the phonics these pupils have learned. These pupils do not get the practice they need to help them become fluent at reading.

Pupils know how to behave well and most do. Most pupils listen to their teachers and follow instructions. Some pupils do not behave well when they think an adult is not around. Sometimes pupils need reminding about how to behave. Low-level disruption in some classes stops pupils from learning as well as they could.

Pupils are respectful of those whose beliefs and family lives may be different from their own. One pupil said, 'Our school loves equality.' Leaders provide strong support for pupils' social and emotional development. Pupils enjoy a variety of after-school clubs. They particularly enjoy the sports activities on offer. Pupils learn about a range of cultures in a fun way. They talked to us about what they have learned about Diwali. Pupils are not as confident when they talk about values such as democracy, liberty or the rule of law.

Staff provide extra support when it is required for pupils with special educational needs and/or disabilities (SEND). As a result, these pupils do well. They are included in lessons and other school activities alongside their classmates.

Leaders work closely with families and local nurseries. This helps them to get to know the children before they start school. Children are ready to learn right from their first day in the Reception class. Staff maintain strong links with families throughout the year. They can work together for the benefit of the children. Children learn quickly in the Reception class. Teachers provide activities that interest the children and build on what they already know. Children are happy and confident and enjoy celebrating success. They are happy to help each other to remember what they have learned so they can complete their activities.

Safeguarding

The arrangements for safeguarding are effective.

Pupils are confident to talk to staff if they have a problem. Staff know what to do when this happens. They report concerns quickly.

Leaders work well with external agencies. They ensure that pupils and families get help when they need it.

Pupils learn how to stay safe in a range of situations. For example, pupils have a good understanding of how to stay safe online.

Leaders make sure that they undertake the right vetting checks on staff before they start working at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has gone through a significant change in leadership over recent years. There is a lack of clarity of the roles and responsibilities of different leaders. Senior leaders must clearly define these roles and ensure that the appropriate systems are in place for them to fulfil their roles effectively.
- Pupils' reading skills are not as strong as they need to be. This is because learning is not planned sufficiently well to meet the needs of all pupils. Leaders need to ensure that teachers provide pupils with books that are well-matched to their ability.
- Some aspects of the curriculum are not clearly enough planned to ensure that pupils learn the right things in the right order. Teachers do not have high enough expectations of what pupils can achieve in most subjects. Leaders should ensure that the curriculum plans for all subjects show teachers the knowledge that pupils should know and when they should know it. Teachers should check that pupils remember the important knowledge.
- Teachers do not reliably have high-enough expectations of pupils' behaviour in class. Leaders need to ensure that all staff have equally high expectations of pupils' behaviour so that that all pupils can learn, and all teachers can teach without interruption.
- Pupils do not have a deep enough understanding of some aspects of life in modern Britain. Leaders need to develop this aspect of the curriculum to enable pupils to increase their understanding of British values.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

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	10110079
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	278
Appropriate authority	The governing body
Chair of governing body	Parveen Kapoor
Headteacher	Jenny Hawkins
Website	www.stcuthberts.leics.sch.uk
Date of previous inspection	29–30 October 2014

Information about this school

- There have been several changes to the school's leadership since the last inspection. The headteacher took up her post in January 2019. The deputy headteacher took up her post in September 2019.
- The chair of the governing body took up his post in September 2019.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher, deputy headteacher and other leaders, pupils, and two members of the governing body. Inspectors also spoke to representatives of the local authority and the diocese.
- Inspectors met with the designated safeguarding leader to check that safeguarding procedures and processes were effective. Inspectors also checked the single central record to ensure that recruitment checks on staff have taken place. We spoke with staff about how they keep pupils safe. We also asked the pupils about how they keep themselves safe and what to do if they have concerns.

- Reading, mathematics, science and history were considered as part of this inspection. Inspection activities included discussions with curriculum leaders, scrutinising curriculum planning, lesson visits, discussions with teachers and discussion with pupils about their learning. Inspectors also listened to children reading.
- Inspectors spoke to parents at the end of the school day. The views of the 30 parents who completed the Ofsted Parent View survey were also considered.
- Inspectors considered a range of documentation. This included the school's own self-evaluation, the school's improvement plan and policies. Curriculum documents, attendance records, behaviour logs and minutes of governors' meetings were also considered.
- The lead inspector looked at the published information on the school's website.

Inspection team

Donna Chambers, lead inspector	Ofsted Inspector
Rebecca King	Ofsted Inspector
Graham Boyd	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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