

Inspection of a school judged good for overall effectiveness before September 2024: Gilmorton Chandler Church of England Primary School

Church Lane, Gilmorton, Lutterworth, Leicestershire LE17 5LU

Inspection dates:

10 and 11 December 2024

Outcome

Gilmorton Chandler Church of England Primary School has taken effective action to maintain the standards identified at the previous inspection.

The head of school is Philippa Tomkins. This school is part of Inspiring Primaries Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Andrew Riches, and overseen by a board of trustees, chaired by Graham Read. There is also an executive headteacher, Adam Watson, who is responsible for this school.

What is it like to attend this school?

Pupils, parents and carers and staff know that they belong to the school family. The school is proud to play an integral part in the wider community, for example by joining in the Angel Festival at the church. The school's vision of 'growing well and flourishing together' is evident in the strong community links within the school. Pupils are known well and seen as individuals. Pupils celebrate difference; for example, one said, 'Everybody is different. If we were all the same, it would be boring.'

Pupils enjoy playing with their friends and taking part in the many and varied clubs, for example drama and chess. They know that if they are worried, there are trusted adults on hand to talk to. They love to play together on the playground, challenging one another to table tennis tournaments and making up shows to share with their friends. They support each other to follow the rules.

The school has high expectations for what pupils can achieve. Pupils meet these expectations. The school has recently reviewed the curriculum to make sure that the knowledge pupils must learn is clearly identified. Teachers revisit this knowledge, making sure that pupils remember what they need to know. Oracy is a key feature of the curriculum. Pupils are taught to speak with confidence.

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

The school supports the youngest children to settle quickly and get off to a strong start. They eagerly join in with songs about mathematics, enjoying learning the numbers up to 10. They listen carefully and practise sounding out letters and building words modelled by the adults. They then have the chance to practise writing letters when they are learning independently in the classroom. Pupils are given the tools they need to help them develop. Reading is a priority for the school. The youngest children enjoy acting out 'The Gingerbread Man' and thinking hard about how they might feel if they had run away and got lost. Older pupils talk about the books they enjoy reading at home and at school.

The trust has supported the school to make changes to the curriculum. Teachers begin by reminding pupils what they have learned to make sure they do not forget. Teachers then model new learning. They work with the pupils to support them to practise new skills together. The pupils then have a go by themselves. Knowledge and skills are revisited regularly until pupils become confident. In some cases, adults do not spot the mistakes that pupils make as they are learning. This means that these pupils do not get the chance to correct their mistakes and take this learning forward.

Pupils with special educational needs and/or disabilities (SEND) are supported to learn the same curriculum as their peers. The school ensures that teachers have regular training so they can adapt the curriculum to enable all pupils to access learning. For example, pupils work in a small group with the teacher to help them understand decimals. The school knows that if they get the learning right for these pupils, they will get it right for all pupils.

Pupils say it is a privilege to be a part of the school family. They enjoy attending every day. They love taking on leadership responsibilities such as being play leaders and well-being ambassadors. Pupils learn to respect differences when they learn about other faiths and cultures. They talk of how difference is celebrated. For example, one pupil commented, 'We may look different on the outside, but we're all the same inside.' Pupils have time to reflect during collective worship and enjoy welcoming visitors such as Paralympians and local faith leaders. They understand how to keep themselves healthy and talk about how plenty of fruit, vegetables and exercise keeps our circulatory system working. The school's focus on oracy supports pupils to become confident to share their thoughts and ideas. This prepares them well for life beyond school.

Members of the trust and governors and leaders have worked closely together, especially during recent staff changes. They have ensured that staff's well-being continues to be a priority. Staff know that leaders support them to do their job. They say there is always someone to talk to if they need help.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff do not consistently pick up on or address pupils' misconceptions in learning. This means that staff do not have an accurate overview of what pupils have understood and that pupils' misconceptions may persist. The school now needs to ensure that staff identify and address misconceptions so that they can further support pupils to know and remember more.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in January 2020.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139854
Local authority	Leicestershire
Inspection number	10347572
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	215
Appropriate authority	Board of trustees
Chair of trust	Graham Read
CEO of the trust	Andrew Riches
Head of School	Philippa Tomkins
Website	www.gilmortonchandler.leics.sch.uk
Dates of previous inspection	14 and 15 January 2020, under section 5 of the Education Act 2005

Information about this school

- The school is part of Inspiring Primaries Academy Trust.
- The school currently uses one unregistered alternative provider.
- A new head of school has been appointed since the last inspection.
- The school is a Church of England primary school within the Diocese of Leicester. The most recent section 48 inspection of the school's religious character took place in March 2019.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector met with governors, including the chair. The inspector also met with the trust's school improvement lead, the CEO and the chair of the curriculum, standards and behaviour sub-committee.
- The inspector met with the executive headteacher, the head of school and other senior leaders.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of work. The inspector listened to some pupils reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector met with leaders responsible for pupils' personal development, the provision for pupils with SEND and attendance.
- The inspector observed pupils' behaviour in lessons and around school.
- The inspector considered the responses to the online survey, Ofsted Parent View, and the results of the Ofsted surveys for staff and pupils. The inspector also met with groups of staff and pupils.

Inspection team

Ann Davey, lead inspector

Ofsted Inspector

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