

Inspection of a good school: St Christopher Primary School

Allesley Old Road, Allesley, Coventry, West Midlands CV5 9JG

Inspection dates: 18 and 19 October 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils at this school flourish academically and personally. Staff create an environment where all pupils, including those with special educational needs and/or disabilities (SEND), succeed.

Pupils benefit from warm, positive relationships with staff and each other. Pupils' behaviour is exemplary. Staff want pupils to 'aim high' and they do. They are highly positive about their learning and work hard in lessons.

Pupils excel in the many opportunities to develop their learning beyond the classroom through the school's commitment to '11 before 11'. This is a carefully planned enrichment programme for pupils to experience before they leave the school, including climbing a mountain, visiting a gallery and overnight camping. As a result, pupils develop an understanding of the world as a diverse, exciting place.

Parents and carers are full of praise for the school, describing it as 'an exceptional school where each child is nurtured and valued'.

Pupils' excellent personal skills, as well as their academic achievements, mean that they are exceedingly well prepared for the future.

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

All staff share a vision for excellence in pupils' academic, social and emotional success. Staff receive appropriate training and the curriculum is consistently delivered as intended. The school makes sure that every pupil learns and remembers as much as possible.

Staff understand the importance of all pupils learning to read. They have the expertise to teach reading very effectively and follow a well-structured programme. When pupils practise reading, they read books that closely match their phonics knowledge. This enables them to practise blending and decoding independently. Support for pupils who are falling behind is swift and tailored to individual needs. Pupils speak enthusiastically about books and develop a genuine love of reading. Pupils are well supported by the school's 'reading army' to read a wide range of books through the school's 'passport' system. These carefully chosen texts enrich pupils' vocabulary and teach them about diversity and life in modern Britain and the wider world.

All staff teach with precision and link learning to what pupils already know. The curriculum in all subjects is of a very high quality. For example, in art, pupils have an impressive understanding of the style and techniques used by different artists. They routinely evaluate artists' work and create their own artwork using a high degree of skill. In mathematics, pupils quickly learn multiplication facts and explain how they apply these skills to more complex learning as they progress throughout the school. Pupils with SEND are identified accurately and supported effectively to learn the whole curriculum. Leaders make sure that through consultation with pupils, parents and teachers, pupils' needs are understood, and that appropriate support is put in place.

Children get off to an exceptionally strong start in the early years. They settle quickly into the well-established routines and the calm environment. Teachers plan inspiring activities that motivate children. They seize every opportunity to move children forward in their learning. High-quality interactions with staff enable pupils to develop the attitudes and knowledge needed for successful learning in Year 1.

The provision for pupils' wider personal development is exceptional. There is a high uptake in the wide range of lunchtime and before- and after-school clubs.

The school has created a multitude of leadership opportunities for pupils. Pupils elect representatives for their 'junior leadership team' and other areas of responsibility. Staff consult pupils about the activity choices during the 'golden time' reward programme that enables pupils to develop their talents and interests.

Pupils relish every opportunity to care for the environment. This is demonstrated brilliantly through the 'St Chris watch' videos that pupils produce using footage from their wildlife cameras to learn about animals in their local habitats. Pupils actively seek out ways to make positive changes to their community. Pupils visit and sing to local care home residents and undertake litter picking as opportunities to contribute to their community. The school engages with parents meaningfully, listening to feedback and acting swiftly.

Staff, including those new to their careers, feel valued and supported. There is a strong culture of mutual support and a genuine consideration for staff well-being.

The knowledgeable governing body understands its role fully. There is a shared vision to make a positive difference to pupils' lives and raise aspirations. There is a steely determination to build on current successes and secure further improvement.

Safeguarding

The arrangements for safeguarding are effective.

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 school to be good in October 2013.

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	103652
Local authority	Coventry
Inspection number	10290532
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	449
Appropriate authority	The governing body
Chair of governing body	Pam Smitham
Headteacher	Clair Robinson
Website	www.st-christopher.coventry.sch.uk
Date of previous inspection	22 May 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision for pupils.

Information about this inspection

The inspector carried out this graded inspection under section 8 of the Education Act 2005.

- Inspections are a point-in-time judgement 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 have taken that into account in their evaluation of the school.
- The inspector met with the headteacher and senior leaders.
- The inspector talked to a representative from the local authority.
- The inspector met with representatives from the governing body.
- The inspector carried out deep dives in these subjects: early reading, mathematics, art and design. For each deep dive, inspectors held discussions about the curriculum,

visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.

- The inspector also discussed the curriculum in some other subjects and examined pupils' work in history.
- The inspector listened to pupils read to a familiar adult.
- The inspector considered a range of documents, including the school's self-evaluation and improvement plans. Minutes of governing body meetings and reports from external reviews were also scrutinised.
- The inspector looked at records of pupils' attendance and behaviour. They observed pupils' behaviour in lessons and around school and talked to them about behaviour, bullying and welfare.
- 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 talked to parents at the start of the school day. The inspector also reviewed the responses to the staff and parent survey and gathered the views of staff and pupils through discussion.

Inspection team

Cathy Young, 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