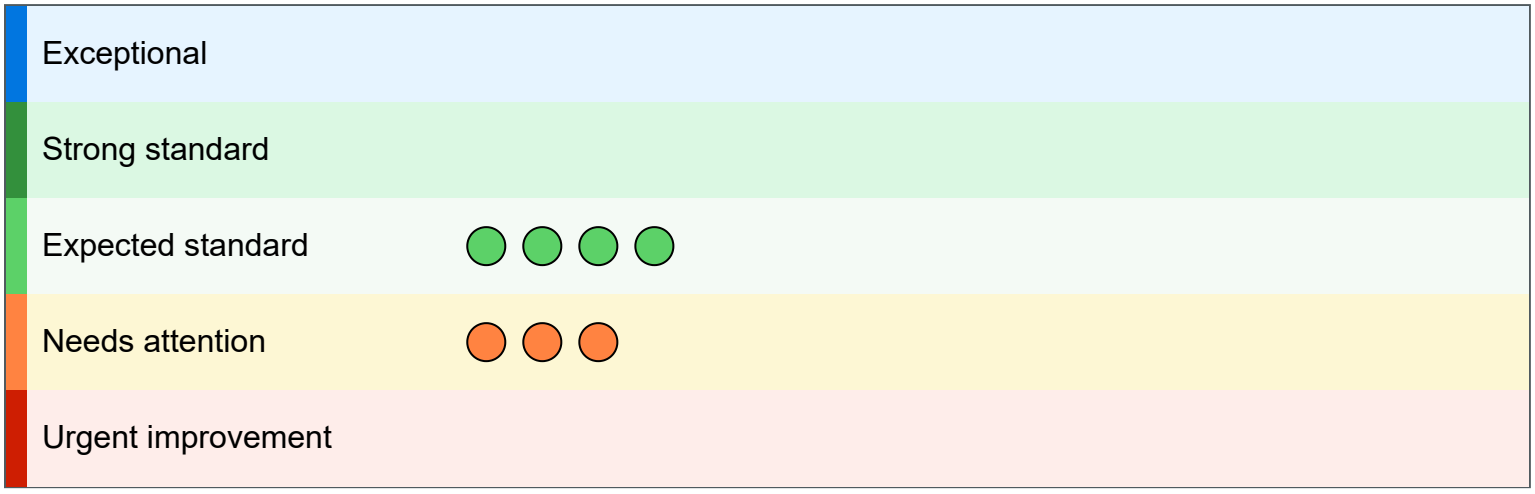
Christ Church & Saint Peter's Cofe Primary School

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

Unique reference number (URN): 141222

Inspection report: 6 October 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Early years

Expected standard

The early years provision is a welcoming environment where children learn, develop and thrive. Leaders understand children's starting points well. They use assessment information effectively to identify children's needs and shape provision.

Staff usually have a secure understanding of the curriculum and use this knowledge to support children's learning. All statutory requirements are met. Communication and language, early literacy, mathematics and physical development are prioritised appropriately. Staff model language well. They introduce important vocabulary and engage children in purposeful conversations. High-quality interactions help children develop confidence as communicators who are increasingly well prepared for future learning.

The early years curriculum is ambitious and well sequenced. Children gain from a range of experiences across all areas of learning. Activities are planned thoughtfully and help children build knowledge and skills over time. Leaders have adapted provision appropriately to address identified gaps and provide additional opportunities for children to practise important skills.

Children are settled, happy and secure. Relationships between staff and children are warm and positive. Children engage confidently with learning, cooperate well with others and show increasing independence in their daily routines. Leaders ensure that children's wellbeing is given high priority and that support is available when needed.

Leaders work closely with families and external professionals to ensure that children's additional needs are identified promptly and support is tailored appropriately. This means that these children participate fully in the curriculum and wider provision.

Parents and carers speak positively about the early years provision. They value the warm relationships with staff. Leaders work effectively with families to support children's development and help them move successfully into Year 1.

Inclusion

Expected standard

Leaders have established effective systems to identify and support pupils who face barriers to learning and wellbeing. They have a secure understanding of these pupils' needs. Leaders use this knowledge to make informed decisions about support and provision.

Leaders increasingly use assessment information and specialist advice to plan suitable support for pupils with special educational needs and/or disabilities (SEND). Early identification and monitoring are becoming more effective, particularly for younger children. The quality of individual learning plans for pupils with SEND has improved. Leaders work with families and a range of external agencies to secure appropriate support for pupils with SEND. Decisions about support are well informed and focused closely on reducing barriers to learning and participation. However, this work is sometimes not as prompt or consistent as it could be.

Leaders use additional funding appropriately to identify barriers and provide targeted support for disadvantaged pupils. Systems to evaluate the impact of this support on disadvantaged pupils' engagement, attendance and achievement are beginning to have a positive impact.

Pupils with significant social, emotional or learning needs benefit from close and effective support. The school's specialist provision has a positive impact on the wellbeing and participation of these pupils and their readiness to learn. Alternative provision is used appropriately. Leaders maintain suitable oversight of pupils who access it.

Leadership and governance

Expected standard 

Leaders have an accurate understanding of the school's strengths and weaknesses. They have identified the right priorities for improvement and remain focused on improving pupils' achievement, wellbeing and inclusion. During a period of significant change, leaders have maintained a clear vision and have established high expectations across the school.

Leaders use their knowledge of the school to make informed decisions and direct resources appropriately. They have strengthened safeguarding arrangements, improved systems for identifying and supporting pupils with special educational needs and/or disabilities and established clearer expectations for behaviour and attendance. As a result of this work, suspensions have reduced, the quality of the early years provision has improved and many pupils with additional needs receive tailored support. Leaders' work to improve the curriculum is ongoing.

Those responsible for governance understand their statutory responsibilities. They use a range of suitable information to hold leaders to account through appropriate support and challenge. Trust support is aligned well to the school's needs and provides additional expertise to support and sustain improvement.

Leaders have established a culture in which professional learning is connected closely to the school's improvement priorities. They check how effectively this learning is transferred into practice. Staff appreciate opportunities to enhance their expertise. This work is contributing to improvements in several areas of the school. Staff value the support they receive. They say leaders are considerate of workload and wellbeing when introducing change.

Leaders and those responsible for governance have established suitable conditions for sustained improvement and are taking appropriate action to improve pupils' experiences and outcomes.

Personal development and wellbeing

Expected standard 

The school has a coherent programme to support pupils' wellbeing and wider development. Through the curriculum and a range of wider experiences, pupils learn how to stay safe, build positive relationships and contribute to the school community.

Leaders have implemented a suitable programme that teaches pupils about healthy relationships, physical and mental health, and online and offline risks. Most pupils

demonstrate an age-appropriate understanding of how to stay safe and manage risk.

Leaders promote pupils' social, moral, spiritual and cultural development effectively. Pupils participate respectfully in daily opportunities to reflect on their shared values and responsibilities as part of the school community. A range of multicultural resources, stories and celebrations help pupils learn about different faiths, cultures and backgrounds. They have an appropriate understanding of fundamental British values. As a result, pupils are developing an understanding of respect and tolerance for others. However, some pupils' understanding of the protected characteristics is not secure.

Pupils benefit from a broad range of opportunities beyond the classroom. They are particularly enthusiastic about outdoor learning. They explain how these experiences help them to develop new skills, work collaboratively and broaden their interests.

Effective and timely pastoral support helps pupils overcome barriers to learning and wellbeing. This support builds pupils' confidence and sense of belonging. Pupils value how well staff know and help them. Pupils typically say that 'There is always someone you can talk to' and that 'Teachers listen and try to help if you have a problem.' These views are reflected in pupils' positive attitudes and engagement across the school.

Leaders are beginning to evaluate the impact of their personal development programme. However, they do not analyse participation and outcomes for different groups closely enough to identify where provision could have greater impact. Nevertheless, pupils are prepared well for life beyond school.

Needs attention

Achievement

Needs attention

Pupils' achievements vary. Some pupils have gaps in essential knowledge and skills. Weaknesses in reading fluency, spelling, handwriting, mathematics, and, for some pupils, communication and language, limit their access to new learning across the curriculum. Errors and misconceptions in pupils' work are not corrected quickly enough. As a result, pupils' achievement varies across different ages and groups.

Some pupils are not prepared sufficiently well for the next stage of education, as reflected in end-of-key-stage 2 outcomes that have been below national averages for some time. In contrast, other pupils achieve well. They build knowledge securely over time, apply their learning confidently and benefit from misconceptions being resolved promptly. Some younger pupils, disadvantaged pupils and pupils with special educational needs and/or disabilities make positive progress from their starting points. However, this is not consistent.

Leaders have identified the correct priorities to improve pupils' achievement and are taking appropriate action. However, improvements in the quality of the provision have not yet secured consistently stronger outcomes for all pupils.

Attendance and behaviour

Needs attention

Attendance is not improving quickly enough for some pupils who face the greatest barriers to regular attendance. Leaders have strengthened systems for monitoring absence and work closely with families and external agencies. They understand the barriers affecting individual pupils and, as a result, persistent absence is reducing. However, attendance remains too low for some disadvantaged pupils and some pupils with special educational needs and/or disabilities. These pupils miss out on important learning and do not benefit fully from wider experiences.

Clear expectations and consistent routines have improved pupils' behaviour. Most pupils behave well, engage positively with learning and feel safe in school. However, improvements are not embedded fully. Some pupils become disengaged when learning is not matched well to their needs and they do not always re-engage successfully.

Staff respond appropriately to concerns, and support for pupils needing help with behaviour and self-regulation has reduced suspensions. Pupils trust staff to deal with bullying, discrimination and harassment, and leaders act promptly when incidents occur. Leaders' work with pupils, parents and carers and the wider community is helping to develop a shared understanding of bullying and friendship issues.

Curriculum and teaching

Needs attention

Leaders have not ensured that the curriculum is implemented consistently well. As a result, there is some variation in how well pupils gain the knowledge and skills that leaders intend.

Leaders have established an ambitious curriculum that sets out the important knowledge pupils should learn. The curriculum is broad and well sequenced. It gives appropriate priority to reading, writing and mathematics. Leaders have also introduced suitable approaches to strengthen pupils' foundational knowledge and skills.

In some cases, teachers use curriculum plans well to build on pupils' prior learning and check understanding. Important vocabulary is taught clearly. Pupils are supported to remember and apply what they have learned. However, this practice is not consistent. Some pupils do not develop secure knowledge of essential skills. Assessment is not used consistently well to identify gaps in learning. Misconceptions are sometimes missed and left uncorrected. On some occasions, teachers introduce new learning before pupils are ready. As a result, some pupils struggle to learn successfully.

The effectiveness of inclusive practice in classrooms varies. Some adaptations help pupils with special educational needs and/or disabilities (SEND) access learning alongside their peers. Appropriate support promotes their participation and independence. However, leaders' expectations for adaptation are not implemented consistently. Some pupils with SEND do not access the intended curriculum as successfully as they could.

What it's like to be a pupil at this school

Most pupils feel safe and cared for in this school. They value the positive relationships they have with staff and know who to ask for help when they have concerns. Pupils understand how to keep themselves safe, including when using technology. They are confident to seek support when needed.

Classrooms are generally calm, with well-established routines. Pupils know how they are expected to behave and appreciate that behaviour has improved. They benefit from learning in an environment that is usually free from disruption. Pupils have a secure understanding of bullying. They know that staff take concerns about behaviour and bullying seriously and act promptly to resolve any issues.

Pupils enjoy being part of the school community. They participate in a range of enrichment opportunities, including clubs, educational visits and leadership roles. Many pupils speak enthusiastically about the outdoor learning programme. They explain how wider experiences help them to develop new skills and interests. Pupils who make use of the school's specialist provisions, ‘The Nest’ and ‘The Den’, value the tailored support on offer. These provisions help pupils feel included, regulate their emotions and engage successfully in school life.

Many pupils enjoy learning and achieve well across the curriculum. However, pupils' experiences are not consistent. Some pupils struggle because gaps in their earlier learning have not been corrected fully. As a result, these pupils find learning difficult to access and they do not develop secure knowledge and skills over time. This is particularly the case for some pupils with special educational needs and/or disabilities and some disadvantaged pupils.

Most pupils attend school well. However, absence is too high for groups of pupils. These pupils miss important learning and do not benefit fully from all that the school offers. While most pupils feel a sense of belonging and thrive, achievement is not consistent for all.

Next steps

- Leaders must ensure that teachers identify and address gaps in pupils’ foundational knowledge more precisely so that pupils build successfully on prior learning and gain the knowledge, skills and fluency needed to access increasingly ambitious curriculum content.
- Leaders must ensure that pupils, particularly those who have fallen behind, secure the essential knowledge and skills in reading, writing and mathematics so that outcomes are close to those seen nationally and pupils are prepared well for the next stage of their education.
- Leaders must ensure that strategies to improve attendance are consistently effective for vulnerable pupils so that the attendance of these pupils improves rapidly.
- Leaders must strengthen their engagement and communication with parents and carers of pupils with special educational needs and/or disabilities, so that these families

understand, contribute to and have confidence in the support and provision that their children receive.

About this inspection

This school is part of Rise Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the co-chief executive officers (CEOs), Jo Westaby and Keri Harvey, and overseen by a board of trustees, chaired by Mark Haggan.

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

This inspection took place on 6 and 7 October 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the executive headteacher and other school leaders during the inspection. The lead inspector met with those responsible for governance and the co-CEOs of the trust. Inspectors visited lessons, sampled books and spoke with pupils, staff and parents and carers on site.

This school is registered as having a Church of England religious character. It is in the Diocese of Leicester. Its last section 48 inspection was in January 2025.

The school includes provision for 10 pupils with special educational needs and/or disabilities (SEND), with the primary focus on social, emotional and mental health needs.

The school currently makes use of 2 alternative provisions, including one that is unregistered.

The school has undergone a significant change since the last inspection. New leaders have been appointed, including the headteacher, the deputy headteacher and the coordinator of the provision for pupils with SEND. New co-CEOs and a new chair of the trust board have also been appointed.

Executive headteacher: Hayley Ryder-Smith

Lead inspector:

Richard Jones, His Majesty's Inspector

Team inspectors:

Deirdre Duignan, Ofsted Inspector

Kerry Williams, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 6 October 2026

School and pupil context

Total pupils

385
Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

427
Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

27.27%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

7.01%
Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

18.96%
Above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

SEN unit

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	63%	62%	Close to average
2023/24 (final)	61%	61%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	75%	Close to average
2023/24 (final)	67%	74%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	80%	72%	Above
2023/24 (final)	71%	72%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	73%	74%	Close to average
2023/24 (final)	70%	73%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	56%	47%	Close to average
2023/24 (final)	33%	46%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	67%	63%	Close to average
2023/24 (final)	48%	62%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	61%	59%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	57%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	61%	61%	Close to average
2023/24 (final)	48%	59%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	56%	69%	-14 pp
2023/24 (final)	33%	67%	-34 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	48%	80%	-32 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	61%	78%	-17 pp
2023/24 (final)	57%	78%	-20 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	61%	81%	-19 pp
2023/24 (final)	48%	79%	-32 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	5.4%	5.1%	Close to average
2024/25 (3 term)	5.0%	5.2%	Close to average
2023/24 (3 term)	5.3%	5.5%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	15.6%	14.4%	Close to average
2024/25 (3 term)	12.0%	13.0%	Close to average
2023/24 (3 term)	13.7%	14.6%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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