

Church Hill Church of England Junior School

Address: Church Hill Road, Thurmaston, Leicester, Leicestershire, LE4 8DE

Unique reference number (URN): 138930

Inspection report: 16 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

Strong standard ●

Achievement

Strong standard ●

Pupils, including disadvantaged pupils, those with special educational needs and/or disabilities (SEND), and pupils with additional vulnerabilities, achieve consistently well. Leaders scrutinise pupils' learning closely and ensure that every pupil develops the detailed knowledge and skills needed to succeed. Assessment information, work in pupils' books and learning observed in lessons all show that pupils make strong progress from their starting points across a range of academic and developmental outcomes. For example, they develop writing fluency and a growing sophistication in the use of vocabulary, punctuation and mathematical methods. Pupils with barriers to learning are very well prepared for their next learning steps.

Pupils achieve well. Typically, disadvantaged pupils achieve above national averages in writing and significantly above national averages in mathematics. The focus on deepening pupils' formal writing expertise has borne fruit. Pupils' work shows that greater proportions of most able pupils are working at greater depth.

Attendance and behaviour

Strong standard ●

Leaders take a highly strategic approach to ensure that all pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) regularly attend school. They work effectively with external agencies. Communication with parents and carers is a real strength. Leaders work extremely closely with families to ensure that barriers to pupils' good attendance are addressed. Families trust that they can turn to the school in times of need.

Pupils know that attending school is really important. They value the numerous rewards, house points and praise they receive for attending school regularly and arriving to school on time. Pupils attend well. The number of pupils persistently absent from school, including disadvantaged pupils and pupils with SEND is lower than national averages.

It is a great pleasure to observe pupils' positive behaviour and conduct in lessons and at more social times around school. Pupils are polite, and show great care and consideration of each other and their teachers. At social times, they look out for each other and make sure that no one is left to play alone. In lessons, pupils cooperate and collaborate. They enjoy learning together.

A growing proportion of pupils with SEND and those with barriers to learning are joining the school. Leaders have worked diligently and with external experts to ensure they take inclusive approaches to the management of some of these pupils so that they can settle to their learning. This work is effective.

Pupils do not fear bullying, harassment or discrimination. They feel extremely proud of the schools rich diversity and are keen to learn about and celebrate pupils that are different to themselves. They said that everyone is welcome here at Church Hill!

Curriculum and teaching

Strong standard 

Leaders plan the curriculum astutely so that all pupils, including those with special educational needs and/or disabilities (SEND), build knowledge securely over time. They draw on research and their considerable expertise to design a curriculum that is broad, balanced and ambitious for every pupil. Leaders are never complacent. They monitor curriculum implementation closely and refine it whenever needed to ensure pupils' learning remains strong. For example, they continue to strengthen pupils' oracy with clear purpose and success. Pupils speak confidently and with authority about what they know and understand, and they show genuine excitement for their learning.

Teaching across the school is consistently effective. Teachers introduce new learning with clarity and purpose. They check pupils' understanding, including that of pupils with SEND, with rigour and precision. Highly consistent approaches in reading, writing and mathematics ensure that pupils secure firm foundations and move confidently to their next steps.

Teachers make carefully considered adaptations for pupils who face barriers to learning, including pupils with SEND, so that they achieve well. Leaders oversee this provision expertly. They check regularly that support is effective and adjust it swiftly when needed. Staff pre-teach essential content for example, provide well-chosen resources, check understanding frequently and address misconceptions promptly. As a result, pupils with additional needs access the same ambitious curriculum as their peers and they succeed.

Inclusion

Strong standard 

This is a highly inclusive school. Staff know pupils and their families extremely well. Parents and carers praise the excellent communication between home and school and value the 'caring ear' they receive when they have concerns about their child. Leaders have established robust and effective systems that allow them to identify pupils' needs swiftly, including those with special educational needs and/or disabilities (SEND) and pupils with other vulnerabilities, such as those known to social care.

Leaders work closely with a wide range of external agencies to ensure that pupils receive the expert help they need. They seek professional advice, welcome specialists into school and adapt provision so pupils receive the best possible support. Leaders monitor this support with precision, enabling them to adjust provision quickly and appropriately as pupils' needs emerge or change. Disadvantaged pupils, pupils with SEND and those with other vulnerabilities attend regularly, achieve well across the curriculum and secure strong foundations for their next steps.

Leaders plan provision for disadvantaged and vulnerable pupils with care and purpose, drawing on research and evaluating impact closely. Governors oversee this work effectively. Leaders ensure that pupil premium funding makes a significant difference to eligible pupils, including by widening their experiences and helping them develop new interests and talents, such as in music.

Leadership and governance

Strong standard 

Leaders know the school and its community extremely well. They take insightful and strategic approaches to evaluating the school's performance and act quickly when any aspect falls short of their high expectations. Their forensic focus on inclusion, curriculum quality and teaching ensures that all pupils, including those with significant barriers to learning, achieve and thrive.

Governors show strong pride and commitment. They know the school well and provide both consistent support and robust challenge. Governors understand the school's strengths and priorities clearly, and fulfil their statutory duties with diligence.

Staff are extremely proud to work at the school and to serve the community. They feel well supported by leaders and value the care taken to protect their workload, work-life balance and wellbeing. Many describe the school as a caring family community. Parents also speak highly of the school and appreciate the support their children receive.

Leaders nurture pupils' knowledge, talents and skills with purpose. They take staff's professional development extremely seriously. Training is closely aligned to school's improvement priorities so that improvement happens rapidly where needed. Many staff hold national qualifications and contribute to the development of others, including through subject networks and wider professional learning.

Personal development and wellbeing

Strong standard 

Leaders plan the personal, social and health education (PSHE) curriculum with great care. They ensure that pupils gain the knowledge and confidence they need to navigate life beyond school. The curriculum reflects the local context and addresses the risks pupils may face, particularly those who are more vulnerable or who have special educational needs and/or disabilities (SEND). Pupils learn about important topics in an age-appropriate way, including changing bodies, positive relationships and local dangers such as water safety and risks in nearby parks. Leaders strengthen this learning further by inviting external experts into school and by providing visits and events that deepen pupils' understanding of health, wellbeing and online safety.

Pupils benefit from a wealth of opportunities to broaden their interests and develop new talents. Music plays a central role in school life. Every pupil learns a musical instrument and sings regularly. The choir is a valued part of the school community and performs both in school and in the wider area. Pupils can choose from a wide range of clubs and activities, from steel pans to line dancing. Leaders make sure that disadvantaged pupils and those with barriers to learning take part fully. They adapt provision when needed so that all pupils can access and enjoy these experiences.

The school's Christian values shape pupils' personal development and wellbeing. Pupils develop a deep understanding of fundamental British values, protected characteristics and the importance of fairness and equality. This is a highly diverse school, and pupils speak with pride about the many cultures and religions represented. They show strong respect and appreciation for the beliefs of others.

Pupils take pride in their roles within school. Older pupils act as positive role models. The school council represents pupils' views effectively and has influenced improvements, such as introducing new healthy snacks at playtime. Eco-warriors encourage others to care for the environment and take their responsibilities seriously.

Pastoral care is exceptionally strong. Leaders know pupils and their needs extremely well. They provide targeted, bespoke support that makes a clear difference to pupils who need it most. Pupils value the kindness and care shown by staff and feel safe as a result.

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

Pupils feel extremely proud to attend this caring, friendly and highly diverse school. Staff support them expertly so they can succeed and thrive. The school values the many cultures and faiths represented in its community and promotes its Christian ethos with equal respect. Pupils do not fear harassment or discrimination. They explained that everyone is welcomed, regardless of background or beliefs, and that all are encouraged to 'let your light shine'.

Pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND), are keen and excited to learn. They benefit from strong and effective teaching and are extremely well prepared for their next learning steps.

This is a welcoming school where pupils feel safe and happy. They know they can approach trusted adults if they have concerns. Systems such as 'feelings pegs' and 'worry boxes' help pupils share concerns or signal when they feel upset. Pupils report that bullying rarely occurs, and staff act quickly and effectively when it does. Pupils can clearly explain what bullying is and how to stay safe, including when online. Older pupils take pride in caring for younger pupils and act as positive role models.

Pupils' behaviour is exemplary. They show high levels of self-discipline and respect. They follow rules and routines consistently. Staff provide effective support for pupils who need help to improve their behaviour, including those with SEND. Lessons are calm. Social times buzz with pupils' enthusiasm of enjoying a lovely outdoor space along with friends.

Next steps

- Leaders and those responsible for governance should ensure continued improvement to their curriculum implementation to achieve and sustain
 - exceptional standards of teaching which has a transformational impact on the achievement of all pupils, particularly the most able pupils and pupils with special educational needs and/or disabilities.
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About this inspection

This school is part of Church Hill Church of England Junior School single academy trust which means that others have responsibility for leading the school. As a single academy trust, the headteacher is the chief executive officer (CEO) and Accounting Officer. Steve Hardy is the chair of trustees and oversees the board of trustees, known as governors.

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

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.

Inspection activities:

Inspectors met with the headteacher and other senior leaders. The lead inspector met with the CEO of the trust and members of the governing body.

The inspectors confirmed the following information about the school:

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

Headteacher: Diane Brown

Lead inspector:

Jayne Ashman, His Majesty's Inspector

Team inspectors:

George Huthart, Ofsted Inspector

Nicola Davies, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 16 June 2026

School and pupil context

Total pupils

259

Close to 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: 272

School capacity

360

Close to 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)

22.01%

Close to average

What does this mean?

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

National average: 26.3%

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

1.16%

Below 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: 3.5%

Pupils with special educational needs (SEN) support

16.22%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Below 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)

No resourced provision

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	62%	61%	Close to average
2024/25 (final)	57%	62%	Close to average
2023/24 (final)	66%	61%	Close to average
2022/23 (final)	61%	60%	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	74%	74%	Close to average
2024/25 (final)	71%	75%	Close to average
2023/24 (final)	78%	74%	Close to average
2022/23 (final)	74%	73%	Close to average

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	77%	72%	Close to average
2024/25 (final)	73%	72%	Close to average
2023/24 (final)	81%	72%	Above
2022/23 (final)	76%	71%	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	82%	73%	Above
2024/25 (final)	84%	74%	Above
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	83%	73%	Above

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	51%	46%	Close to average
2024/25 (final)	38%	47%	Close to average
2023/24 (final)	62%	46%	Above
2022/23 (final)	50%	44%	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	69%	62%	Close to average
2024/25 (final)	63%	63%	Close to average
2023/24 (final)	76%	62%	Above
2022/23 (final)	67%	60%	Close to average

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	73%	59%	Above
2024/25 (final)	63%	59%	Close to average
2023/24 (final)	81%	58%	Above
2022/23 (final)	72%	58%	Above

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	80%	60%	Above
2024/25 (final)	75%	61%	Above
2023/24 (final)	76%	59%	Above
2022/23 (final)	89%	59%	Above

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	51%	68%	-17 pp
2024/25 (final)	38%	69%	-32 pp
2023/24 (final)	62%	67%	-6 pp
2022/23 (final)	50%	66%	-16 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	69%	80%	-10 pp
2024/25 (final)	63%	81%	-18 pp
2023/24 (final)	76%	80%	-4 pp
2022/23 (final)	67%	78%	-12 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	73%	78%	-5 pp
2024/25 (final)	63%	78%	-16 pp
2023/24 (final)	81%	78%	3 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	72%	77%	-5 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	80%	80%	0 pp
2024/25 (final)	75%	81%	-6 pp
2023/24 (final)	76%	79%	-3 pp
2022/23 (final)	89%	79%	10 pp

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
2024/25 (3 term)	4.3%	5.2%	Below
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	5.1%	5.9%	Below

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
2024/25 (3 term)	9.0%	13.0%	Below
2023/24 (3 term)	13.4%	14.6%	Close to average
2022/23 (3 term)	12.1%	16.2%	Below

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.

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