

Inspection of Robert Bakewell Primary School

Barsby Drive, Loughborough, Leicestershire LE11 5UJ

Inspection dates: 4 and 5 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Robert Bakewell is a school with a big heart. There is a caring, family ethos about the place. Staff and pupils are proud of their school. They are proud to refer to themselves as '#teamRB'.

The school's values permeate its work. Pupils know and understand the values. Staff have very high expectations of pupils. Pupils have positive attitudes towards their work and towards each other. They enjoy making a positive contribution to the life of the school. Pupils like being house captains and librarians.

Pupils are a credit to the school. They know what is expected of them. Pupils behave very well. They are well mannered. Pupils care for each other. They say that staff quickly sort out any problems and that bullying is not tolerated. Pupils know and understand the school rules. They understand diversity and equality.

Most parents and carers are delighted with the school. One parent, typical of many, said: 'Robert Bakewell is an incredibly caring and supportive school. The teachers are genuinely interested in seeing my child progress, and communication to home is excellent. I feel proud that I am part of the Robert Bakewell community.'

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

In many subjects, the curriculum has been developed to ensure that pupils build their knowledge gradually. In art, pupils can explain how William Turner used tone and shade in some of his paintings. One pupil told inspectors: 'He was a bit of an extreme artist. He used bright colours and sometimes made the sky a little bit dark or light.' However, some curriculum thinking is not as clear. In some subjects, leaders have not identified precisely the key knowledge that pupils need to learn. In some subjects, leaders do not have a consistent approach to checking how successfully pupils learn this important knowledge.

Leaders have set out the order in which pupils learn new knowledge in mathematics. Pupils explain their learning well using mathematical vocabulary. For example, they use the terms 'integer' and 'exchange' when discussing subtraction. Other pupils confidently explain how to multiply four-digit numbers by two-digit numbers. Teachers are quick to address misconceptions. Staff provide regular opportunities for pupils to remember what they have learned in retrieval practice sessions.

Reading is a high priority in the school. There is a consistent approach to the teaching of phonics. Pupils build their phonics knowledge gradually. They use their phonics knowledge to sound out unfamiliar words. Staff make sure that books are closely matched to the letters and sounds pupils are learning. Leaders provide pupils with extra phonics sessions so they keep up with the work. Leaders are determined that all pupils read successfully.

Relationships are very positive between children and adults in the early years. Teachers provide tasks related to children's learning. For example, children work independently on tasks such as learning about the human senses. Staff ensure that the learning environment is very engaging. Leaders ensure that there is a sharp focus on developing children's communication and language in the early years.

Leaders are reviewing the school's approach to assessment. In some subjects, teachers check carefully how well pupils acquire knowledge. In other subjects, where leaders have not identified precisely the key content that pupils need to learn, approaches to assessment do not identify gaps in pupils' learning.

Teachers ensure that pupils with special educational needs and/or disabilities (SEND) access the full curriculum. Pupils with SEND are very positive about the school. They told inspectors that staff provide lots of help and support if they need it.

Pupils behave well in lessons and at playtimes. They are proud of their work. When pupils do not behave as well as they could, leaders support them to improve. Leaders set out a range of strategies to improve pupils' attendance.

The school's work to enhance pupils' personal development is strong. Leaders support pupils to be confident and to develop strength of character. There is some inconsistency in some pupils' knowledge of British values. For example, most pupils understand the rule of law and respect. However, some pupils struggle to explain what living in a democracy means. Pupils like to represent the school. They relish responsibility, for example as anti-bullying ambassadors. Pupils enjoy the opportunities to go to after-school clubs.

Trustees are very well informed about the work of the school. They hold leaders to account, but also support them to bring about improvements in the school. Trustees fulfil their statutory responsibilities. Leaders work very well with staff. They provide regular training and consider staff's well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

There is a very strong culture of safeguarding. Leaders and trustees regularly check the school's safeguarding procedures. Leaders provide regular training for staff and trustees. Staff know how to spot pupils who may be at risk. They pass on concerns promptly. Leaders support pupils' welfare. They work well with external agencies to provide additional help when needed. Record-keeping is detailed and thorough.

Leaders ensure that the curriculum provides opportunities for pupils to learn how to stay safe, including when online. Pupils know who to go to if they have a concern. They know that staff take their concerns seriously.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The key knowledge and content that pupils need to learn in some subjects are not sufficiently well considered and sequenced. In some subjects, it is not yet fully clear what pupils should learn and by when, to build their knowledge over time. Leaders should ensure that curriculum thinking for all subjects sets out the knowledge that all pupils, including those with SEND, from early years to the end of key stage 2, should know and by when.
- Approaches to assessment do not consistently identify gaps in pupils' learning. In some subjects, where curriculum thinking is less clear, teachers do not check effectively how successfully pupils acquire knowledge and use it fluently. Leaders should ensure that assessment consistently assists teachers in producing clear next steps for pupils without causing unnecessary burdens for staff and pupils.

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](#)' 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	140476
Local authority	Leicestershire
Inspection number	10241500
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	283
Appropriate authority	Board of trustees
Chair of trust	Donna-Marie Sherratt
Headteacher	Jon Bishop
Website	www.robertbakewellprimary.com
Date of previous inspection	18 May 2021, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, the deputy headteacher, curriculum leaders, the leader with responsibility for the provision for pupils with SEND, and teaching and support staff.
- One inspector met with representatives of the trust.
- The inspectors carried out deep dives in reading, mathematics, art, history and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also spoke to leaders about the curriculum in other subjects.

- The inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- The lead inspector met with the designated safeguarding lead. He considered the safeguarding policy, training records and examples of safeguarding concerns. Inspectors considered the responses to the online survey, Ofsted Parent View, and the responses to Ofsted's free-text service. They also considered the responses to the staff survey and the pupil survey.

Inspection team

Damien Turrell, lead inspector	His Majesty's Inspector
Chrissie Barrington	Ofsted Inspector
Sarah Fielding	Ofsted Inspector

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