

# Inspection of St Botolph's Church of England Primary School

Oundle Road, Orton Longueville, Peterborough, Cambridgeshire PE2 7EA

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Inspection dates: 11 and 12 January 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils enjoy being part of this close-knit school community. On their arrival in Reception, children quickly learn and live up to the school values. Pupils go out of their way to show kindness. They willingly take responsibility for themselves and others, whether in lessons, on the playground or in the local community. Pupils enthusiastically told inspectors about clearing litter and planting grass seed and flowers to improve their local environment. The strength of the school community is plain to see when pupils gather in assemblies to sing and celebrate each other's achievements.

High expectations of behaviour ensure pupils behave well and are kind to each other. Pupils value learning and work hard to learn as well as they can. They concentrate in lessons and follow instructions well. Children in Reception learn how to help each other learn. As pupils move through the school, they collaborate well and, together, experience high levels of success.

Pupils feel safe at school. They know that staff are willing and able to help should they need to. Pupils told inspectors that bullying is rare. When it does occur, staff deal with it well and it stops.

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

The curriculum has recently been reviewed. Working to their sensible timescales, leaders have constructed a new curriculum and trained staff to teach it effectively in most subjects. In the best areas, staff follow leaders' guidance accurately. Staff quickly identify when pupils misunderstand or have forgotten what has been taught. When this happens, staff provide effective support that ensures pupils do not fall behind. In a small number of subjects, delivery of the intended knowledge is not as strong as it is in others because leaders have not finished training staff. Some staff do not have the subject knowledge they need to plan learning activities that provide the right amount of time and emphasis to embed key knowledge. As a result, pupils do not learn the intended content as well as they could.

Leaders ensure staff teach reading well. In Reception and key stage 1, pupils securely learn what they need to become successful readers. Pupils show great enthusiasm for reading. Some proudly recite rhymes and sections of books they have read at school. Pupils who find reading hard are well supported by staff so that they learn what they need to read effectively. Older pupils have a secure understanding of the literary and grammatical features of different types of texts.

Leaders quickly identify pupils with special educational needs and/or disabilities (SEND). Working with external specialists, leaders provide useful guidance and direction for staff. Staff use leaders' guidance well to adapt teaching for these pupils. Leaders also put in place specialist provision for pupils with SEND. This helps these pupils to learn about themselves and develop strategies to overcome the challenges they face. Sometimes, teachers do not ensure pupils always practise these strategies

in lessons to support themselves to cope. As a result, a few pupils with SEND do not learn the curriculum as well as they could.

Pupils, parents and staff say behaviour has markedly improved. Leaders have made clear their expectations for pupils' behaviour and how staff should manage it. Lessons are typically calm, focused on learning and free from any disruption. Leaders have provided effective support for those few pupils who find it hard to manage their emotions and control their behaviour.

Staff prepare pupils well to live alongside people who have different beliefs and lifestyles. Pupils learn about Christian beliefs. They also learn about many other faiths found in contemporary Britain. Staff provide pupils with regular opportunities to reflect on who they are and how they relate to the world around them.

School and trust leaders work well together to ensure that the school continues to improve. Those responsible for governance hold leaders strictly to account for the quality of their work. Leaders have the confidence of parents, staff and pupils. All staff who took part in Ofsted's online survey said that the school is well led and managed. They also told inspectors that leaders ensure that staff have reasonable workloads.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained to deal with safeguarding concerns effectively. They know their pupils well and act quickly and appropriately when necessary. Pupils know that staff are willing and able to help with any concerns that arise. Leaders work well with external agencies and make sure vulnerable pupils receive the support they need. The curriculum content ensures that pupils learn how to stay safe at school, home and online.

Leaders ensure that background checks are carried out to determine the suitability of adults working at the school.

Trust leaders and members of the local governing body ensure that leaders carry out their safeguarding duties effectively.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a small number of subjects, some staff do not yet have the subject knowledge they need to plan learning activities as effectively as they could. As a result, pupils do not always remember the knowledge leaders intend. Leaders must continue training staff so that they have the necessary subject knowledge across the curriculum.

- Some teachers do not give pupils with SEND sufficient opportunities to practise the strategies they learn to overcome the challenges they face. As a result, these pupils sometimes do not learn the curriculum in lessons as well as they could because they have not used the strategies they have learned. Leaders must check that teachers ensure pupils with SEND are encouraged and given the opportunities to apply strategies they have learned to help them learn better.

## 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

<b>Unique reference number</b>	146154
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10255146
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	376
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mike Younger
<b>Headteacher</b>	Rachel Rayner
<b>Website</b>	<a href="http://www.stbotolphsprimary.co.uk">www.stbotolphsprimary.co.uk</a>
<b>Date of previous inspection</b>	4 June 2015

## Information about this school

- Since the previous inspection, three headteachers have joined and left the school. The current headteacher joined the school in January 2022.
- The school uses one registered alternative provider.
- The school has a Christian religious character. The school's most recent section 48 inspection took place in October 2016. The school's next section 48 inspection will be within eight school years.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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.
- Inspectors held discussions with the chair of the local governing body, the headteacher, the special educational needs coordinator, the CEO, trust leaders, teachers, members of support staff and pupils.

- Inspectors carried out deep dives in these subjects: geography, mathematics, physical education, early reading and science. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The inspectors also looked at curriculum documents and samples of pupils' work in some other subjects.
- Inspectors spoke with leaders and staff about safeguarding policies and practices at the school. Inspectors looked at records about safeguarding, the school roll, the behaviour of pupils, the provision of pupils' personal development and leaders' approach to managing the workload of staff.
- Inspectors considered the 40 responses to Ofsted Parent View, Ofsted's online survey for parents. Inspectors also considered the 96 responses to the survey for pupils and the 20 responses to the survey for staff.

### **Inspection team**

Al Mistrano, lead inspector

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