

# Inspection of Sketchley Hill Primary School Burbage

Sketchley Road, Burbage, Hinckley, Leicestershire LE10 2DY

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Inspection dates: 1 and 2 November 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?**

Sketchley Hill Primary is a thriving school. Pupils are happy and safe here, including in the early years.

The school has set out a curriculum that can ensure all pupils achieve the highest standards. This includes pupils with special educational needs and/or disabilities (SEND). The school works hard to make sure the curriculum motivates pupils to learn. Pupils say they enjoy their lessons. They talk positively about the subjects they are studying.

Staff have high expectations for pupils' behaviour. Pupils are courteous and polite. Lessons are calm. Pupils play well at playtime. Everyone understands the school rules.

The school ensures pupils have opportunities to develop independence and responsibility. Older pupils help younger pupils in the early years. Pupils become team captains to organise events for their friends. They take on roles like 'eco-warriors' to run eco-friendly projects. Pupils value these opportunities. The school celebrates pupils' achievements in assembly, for example when pupils show their 'character muscles' in school. This helps pupils reflect on things like being resilient.

Parents say they value the 'family feel' of school life. They are positive about the support adults give to pupils and their families.

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

This is an inclusive school. Adults have the same ambitions for pupils with SEND that they have for all pupils. They identify what support pupils with SEND need so that they can learn and remember more. As a result, pupils with SEND have the guidance they need to achieve as well as they can.

Behaviour is good. School routines are well established, including in the early years. Children in the early years develop good social skills. They show positive attitudes in the range of activities provided for them. Pupils across other classes move to lessons in an orderly way. They respond well to reminders of expectations from adults. Pupils are proud of their school.

The school prioritises reading. Pupils begin learning to read letter sounds in the early years. Staff support pupils to continue going over these sounds during key stage 1 so that they remember them. Staff introduce new sounds in careful steps. They give extra help to pupils who need to catch up. As a result, pupils gain the knowledge and skills for good reading fluency. Pupils recall different books they read and poems they recite. Adults encourage them to read texts by a range of authors. Pupils say they like reading.

The school is reviewing the curriculum in some subjects to make it even better. It is ambitious for more pupils to achieve the higher standards by Year 6. In a small number of subjects, the detail of what pupils must know and remember is not as clear as it should be. This includes in the early years. As a result, pupils do not always remember the most important knowledge they should know.

The school has updated the curriculum for personal, social, health and economic education (PSHE). This provides a broad range of study so that pupils can know more about life in modern Britain. They teach pupils about fundamental British values. The school has also updated the religious education curriculum. This is so that pupils can improve what they remember about different faiths.

The school supports pupils to know and understand the benefits of being healthy. Pupils can recall some good ways to be physically and mentally fit. The school has prioritised the profile of mental well-being. The school encourages wider participation in a range of clubs and sporting activities. This broadens pupils interests. Pupils and staff are proud of the trophies they have achieved.

Leaders have made sure they support teachers to improve their teaching skills. Staff are well equipped to teach a range of subjects. They have good subject knowledge to break lessons down into learning steps. This helps guide pupils to remember new knowledge. They use questions to check pupils' understanding. Staff work hard to motivate pupils' curiosity.

Governors are knowledgeable. They have 'link roles' allocated to them to connect with school life. These roles help governors to share out their responsibilities. For example, they have a dedicated well-being governor role. Staff appreciate the work leaders are doing in balancing their workload. Well-being of staff is given careful consideration.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The school is still developing some curriculum subjects. In some subjects it has not specified the most important knowledge that must be remembered. This includes some subjects in the early years. This means that pupils do not always remember important knowledge. The school should set out the most important knowledge that pupils, and children in the early years, must learn and remember.

## 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

<b>Unique reference number</b>	119986
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10298400
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	582
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Katherine Wilson
<b>Headteacher</b>	Lawrence Lee
<b>Website</b>	<a href="http://www.sketchleyhill.leics.sch.uk">www.sketchleyhill.leics.sch.uk</a>
<b>Date of previous inspection</b>	7 March 2018, under section 8 of the Education Act 2005

## Information about this school

- This is a larger-than-average primary school.
- The headteacher has been at the school since April 2022.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders and teachers in the school. They met with a number of governors and spoke to a local authority representative.

- Inspectors carried out deep dives in these subjects: reading, mathematics, English and physical education. 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 samples of pupils' work.
- Inspectors also discussed the curriculum in science, geography, history, PSHE and religious education. Inspectors looked at books in a number of subjects.
- Inspectors met with leaders responsible for the provision for pupils with SEND, behaviour, attendance and pupils' personal development.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, parents, 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.
- Inspectors spoke with parents at the start of the day. They considered the responses to the online surveys of parents, staff and pupils.
- Inspectors spoke with groups of pupils. They heard pupils reading to a familiar adult.

### **Inspection team**

Donna Moulds, lead inspector	Ofsted Inspector
Julian Scholefield	Ofsted Inspector
Sally Manz	Ofsted Inspector

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