Inspection of St Mary's Church of England Primary School, Bitteswell

The Green, Bitteswell, Lutterworth, Leicestershire LE17 4SB

Inspection dates:	7 and 8 January 2025
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Outstanding

The head of school of this school is Hayley Cupit. This school is part of Inspiring Primaries Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Andrew Riches, and overseen by a board of trustees, chaired by Graham Read. There is also an executive headteacher, Adam Watson, who is responsible for this school.

Ofsted has not previously inspected St Mary's Church of England Primary School, Bitteswell under section 5 of the Education Act 2005. However, Ofsted previously judged St Mary's Church of England Primary School, Bitteswell to be outstanding for overall effectiveness, before it opened as an academy. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

The school is welcoming and caring, and pupils enjoy learning here. The school has high expectations of what pupils can achieve. Most pupils progress through the curriculum and achieve well.

The school is calm and orderly. There are positive relationships between staff and pupils. Staff use praise well to reinforce the school's expectations. Most pupils behave well in lessons. Pupils get along well at social times and enjoy participating in activities together. They feel safe in school and know that staff will help them with any worries.

The school develops pupils' characters effectively. Staff encourage pupils to develop their 'character muscles'. In assemblies, staff discuss the character traits they want pupils to develop and then support them with strategies to do this. For example, in collective worship, pupils discussed how they could be respectful of others. The school provides many opportunities for pupils to develop their talents and interests. Pupils enjoy attending clubs such as choir, dodgeball, multi-sports, football, chess and dance. They also participate in charity fundraising events and visit the local residential home.

Staff provide many opportunities for pupils to contribute to the school. Pupils are proud to be school councillors, eco-warriors, and well-being and reading ambassadors.

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

Pupils study a broad and ambitious curriculum. It has been carefully designed from the early years to Year 6 so that pupils build on prior learning. The school has ensured that it is clear what key knowledge, skills and vocabulary pupils will learn and when. This supports teachers in delivering the curriculum effectively in most subjects. As a result, most pupils learn well.

Teachers have secure subject knowledge. The school has set out an agreed approach to deliver the curriculum so that pupils remember long-term what they have learned. Teachers use this effectively in most subjects. However, this is not done consistently well in some subjects. For example, teachers sometimes do not explain new learning clearly or check for understanding carefully enough. This means some pupils do not learn as well as they could in some subjects.

The school has prioritised developing pupils' reading skills. When children start in Reception, they begin learning phonics. Staff are well trained to teach phonics. They ensure that pupils build on the sounds they know. The school quickly identifies any pupils who have gaps in their phonics knowledge. These pupils then receive extra support. Most pupils quickly gain the knowledge and skills they need to read well. Pupils enjoy daily story time. Staff use this well to develop pupils' vocabulary.

The school accurately identifies pupils' additional needs. Staff receive clear information about the needs of pupils with special educational needs and/or disabilities (SEND). They

use this well to support pupils with SEND. For example, teachers provide these pupils with adapted resources and additional support. Staff benefit from regular training to ensure they have the expertise to support pupils with SEND. This means these pupils can access the curriculum and most achieve well. Pupils with SEND are included in all aspects of school life.

Children in Reception learn in a caring and nurturing environment. Staff ensure that children develop their communication and language skills well. Staff have established clear routines that most children understand and follow. Children learn well together. They are well prepared for their next steps.

The school has ensured that a clear system is in place for dealing with any behaviour issues. Pupils understand the school's rules of being 'ready, respectful and safe'. These rules help them know how to behave in lessons and at unstructured times. Most pupils have good attitudes to learning.

The school has developed a well-thought-out programme for pupils' broader development. Pupils learn how to be safe online and in the community. They learn about different faiths and cultures. They know how to be healthy. Pupils understand the importance of fundamental British values and equality. Pupils know to treat others, however different from them, respectfully and equally. The school has carefully planned trips and visits so that pupils have experiences that enrich the curriculum. Pupils are very well prepared for their life beyond the school.

The school is well led and managed. Staff are proud to work here. They are well supported by leaders with their workload and well-being. School and trust leaders have an accurate view of the school's strengths and what needs to improve. Staff benefit from a comprehensive training programme that supports them in delivering the curriculum effectively. Those responsible for governance know the school well and provide effective challenge and support.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, some teachers do not use the school's agreed-upon approach to delivering the curriculum effectively. On occasions, they do not explain new learning clearly or check for understanding carefully enough, which means some pupils do not learn as well as they could in some subjects. The school should ensure that teachers use the school's agreed approach to delivering the curriculum effectively.

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

Unique reference number	144116
Local authority	Leicestershire
Inspection number	10324190
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	106
Appropriate authority	Board of trustees
Chair of trust	Graham Read
CEO of the trust	Andrew Riches
Headteacher	Hayley Cupit
Website	www.stmarysbitteswell.uk
Dates of previous inspection	17 and 18 April 2013

Information about this school

- The head of school was appointed in September 2020.
- The executive headteacher was appointed in September 2021.
- The school is part of Inspiring Primaries Academy Trust.
- The school uses no alternative provision.
- The school is part of the Diocese of Leicester. The last section 48 inspection took place in March 2019. The next section 48 inspection is due within 8 years of the previous inspection.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 carried out deep dives in these subjects: early reading, mathematics, and history. 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, visited lessons and looked at samples of pupils' work in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, 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 to the executive headteacher and the head of school.
- The lead inspector met with the CEO and other trust leaders.
- The lead inspector met with a trustee and members of the local governing body, including the chair of governors.
- Inspectors considered the responses to Ofsted's staff survey. Inspectors considered the views of parents through Ofsted's Parent View, including the free-text responses.
- Inspectors spoke to pupils and observed pupils' behaviour during lessons and at social times.

Inspection team

Paul Halcro, lead inspector	His Majesty's Inspector
Chrissie Barrington	Ofsted Inspector

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