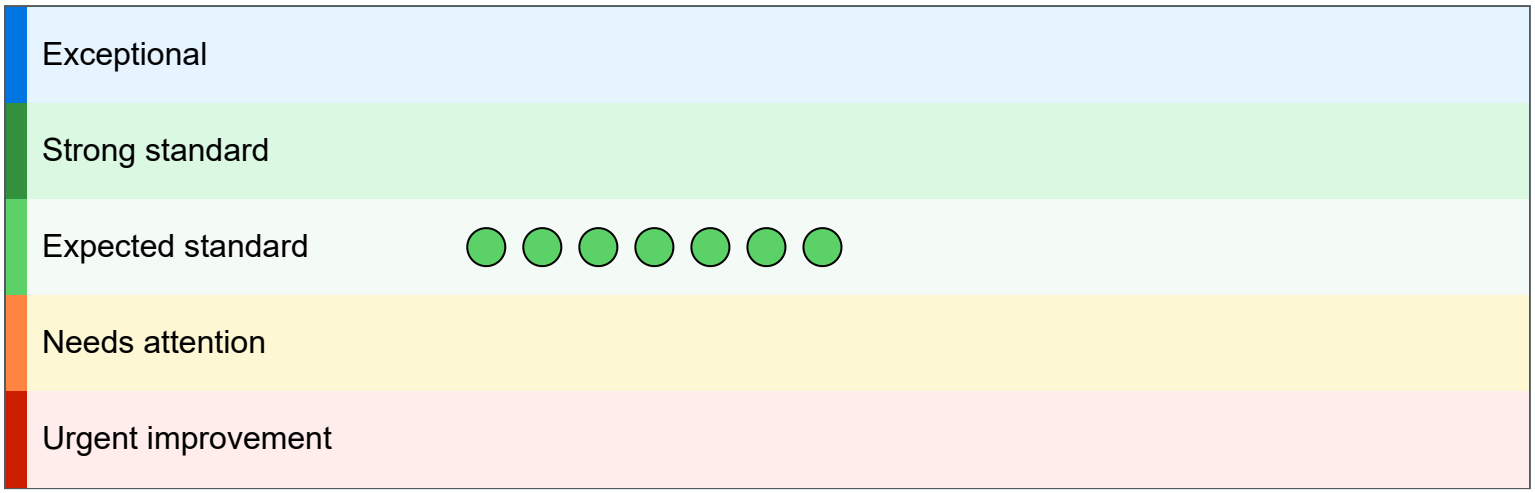
St Botolph's Church of England Primary School

Address: Forest Street, Loughborough, Leicestershire, LE12 9DA

Unique reference number (URN): 120159

Inspection report: 3 February 2026



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.

Expected standard

Achievement

Expected standard

Pupils typically achieve well from their starting points, including those who are disadvantaged or those with special educational needs and/or disabilities. This is because barriers to learning are generally removed effectively. Pupils generally progress well through the curriculum from the early years onwards. They build their knowledge and skills across different subjects over time. Pupils at all stages are generally well prepared for their next steps in learning.

Outcomes in national assessments have remained broadly average over time. Leaders have already taken appropriate action to secure improvements in areas where outcomes are not as secure. They have reviewed their teaching of multiplication tables. As a result, they have put in place a well-sequenced approach to strengthening pupils' knowledge of multiplication tables. Leaders can evidence a positive impact of this work. Similarly, the school's work on handwriting is yielding positive results. However, pupils do not yet consistently demonstrate high standards of handwriting across the curriculum.

Attendance and behaviour

Expected standard

Leaders have clear oversight of attendance. They track and analyse attendance information closely. Leaders have a detailed understanding of the reasons for poor attendance. They offer appropriate support and challenge.

Leaders adopt a rigorous approach to working with families and pupils to raise attendance. They remain sensitive to different circumstances. As a result of their sustained work in this area, attendance is improving overall. At the time of inspection, attendance was in line with national attendance figures, with notable improvements evident for many pupils. Leaders demonstrate an unwavering commitment to improving and sustaining attendance for vulnerable pupils.

Leaders have established high expectations of behaviour. Staff and pupils have a shared understanding of these. Typically, pupils are well behaved. Routines are well established across the school. This contributes to a calm and purposeful learning environment for all. Pupils generally demonstrate positive attitudes to their learning. Pupils understand what bullying is. They say that it rarely happens. Pupils know whom to talk to if they have concerns.

The school makes appropriate adaptations for pupils who need additional support with their behaviour. One pupil commented that many others felt the same. They explained that the strategies in place help pupils to understand and manage their emotions. This helps pupils to feel safe, make friends and learn.

Curriculum and teaching

Expected standard

The school has established an ambitious, well-sequenced and progressive curriculum. It clearly sets out the key knowledge and skills that pupils need to learn effectively. Appropriate

adaptations and support ensure that pupils who face barriers can access their learning.

Teachers have secure subject knowledge. They present and model new knowledge and skills clearly. Staff teach subject-specific vocabulary well and give pupils opportunities to rehearse and use it. Pupils in key stage 2 confidently discuss adaptations in science. They use the terms ‘medium’ and ‘crosshatch’ in art with understanding. Pupils regularly revisit and build upon prior learning, meaning that they generally have secure recall of what they have learned.

Where teaching is most effective, teachers maximise opportunities to identify and address misconceptions. However, this is not consistent across all lessons taught. This means that for a small number of pupils, gaps in their learning remain over time.

Leaders have identified appropriate areas for improvement. They can evidence early positive impact of their work, for example in handwriting, particularly in the early years. However, staff do not routinely challenge pupils to apply the school’s high expectations of handwriting across the curriculum.

Early reading is well taught. Staff make effective use of assessment to identify pupils who need further help with reading. They put tailored additional support in place. As a result, pupils typically learn to read well.

Early years

Expected standard

Children in the early years benefit from warm and positive relationships with staff. Routines are securely embedded, including during social times. As a result, children enjoy a happy, safe and purposeful learning environment.

Leaders are ambitious for children. They have developed a well-sequenced, progressive and responsive curriculum. It is carefully adapted for children working below age-related expectations. Teachers make effective use of assessment to inform purposeful adaptations to provision. These include targeted communication support and structured opportunities to develop expressive language. Teaching is effective. Children typically benefit from high-quality interactions, effective modelling and planned opportunities. This supports their progress and growing independence.

Adults support children’s language development through extending sentences, modelling and building vocabulary. When this is most effective, adults repeat phrases back to children and correct inaccuracies. They encourage children to use improved vocabulary or help them extend their sentences. However, not all opportunities for this are maximised.

Adults promote children’s personal, social and emotional development effectively. For example, they encourage children to identify how they can help and support each other. Children are typically well prepared for Year 1.

Inclusion

Expected standard

Inclusion lies at the heart of St Botolph’s Church of England Primary School. Leaders have established an inclusive culture. They strive to ensure that all pupils who face barriers to

their learning and/or wellbeing enjoy the same access to learning and wider opportunities as their peers.

Leaders have an accurate understanding of the barriers faced by some pupils. Staff identify and assess pupils with special educational needs and/or disabilities promptly. They ensure that they provide appropriate support in a timely manner. This support is reviewed and adjusted so it is increasingly well matched to need. As a result, provision in classrooms aligns with pupils' identified barriers. Pupils who attend the school's specialist provision benefit from a curriculum that is closely aligned to their needs.

Leaders understand the needs of disadvantaged pupils and those known to social care. They ensure that staff have the knowledge and training they need to offer targeted support. Disadvantaged pupils benefit from the school's wide range of enrichment opportunities. Leaders understand that ensuring that pupils who face barriers to learning consistently benefit from high-quality teaching will make a positive difference to their outcomes.

Leaders demonstrate a strong commitment to partnership with parents and carers. The school accesses a wide range of external support for vulnerable pupils. Leaders ensure that any use of alternative provision is carefully monitored and appropriate to pupils' needs. They have clear oversight of their welfare, attendance and progress.

Leadership and governance

Expected standard

Leaders are ambitious for pupils. They make decisions and offer support based on pupils' best interests. Leaders take action to improve outcomes for all pupils. While leaders are taking appropriate action to secure necessary improvements, these have not led to consistently strong standards across all areas of the school's work.

Leaders have detailed knowledge of their pupils and families. Their engagement with parents and carers is a notable feature of the school. Parents and carers typically agree. They are positive about the school and the provision for their children. Parents comment that their children love school and are thriving.

Leaders recognise the changing demographic of the school as pupil numbers continue to rise over time. They have responded appropriately to these changes and have developed provision to meet pupils' diverse needs. Leaders worked with the local authority to open a specialist resource base for younger pupils with education, health and care plans.

Governors fulfil their roles and statutory responsibilities effectively. They have detailed knowledge of the school and bring a suitable range of expertise and experience to their roles. Governors understand the school's strengths and current priorities. They provide appropriate challenge and support to school leaders.

Leaders' positive relationships with staff contribute to building a sense of community. Staff are typically well supported to fulfil their roles. They benefit from a range of professional learning opportunities. Staff appreciate the consideration leaders give to their wellbeing and workload.

Personal development and wellbeing **Expected standard**

The school has designed a coherent and appropriate personal development programme. Pupils benefit from a well-sequenced personal, social, health and economic (PSHE) education curriculum. The school makes appropriate adaptations to ensure the curriculum provision meets pupils' different needs.

Pupils have widespread opportunities to develop, appreciate and respect differences. Consequently, they have age-appropriate knowledge and understanding of protected characteristics and fundamental British values. Pupils can discuss these with understanding.

Pupils are regularly encouraged to reflect on their beliefs and values, and those of others. Their achievements and positive characteristics are recognised and celebrated. For example, pupils' resilience and perseverance are celebrated with parents during assemblies. Pupils are proud of how well they achieve because of their positive attitudes and hard work.

Pupils share strategies for keeping their bodies and minds healthy. They demonstrate growing self-awareness and understanding of how to look after themselves. Leaders have identified the need for a more consistent approach to evaluating pupils' understanding across the PSHE curriculum and the impact of their wider personal development programme.

Teachers ensure that pupils know how to stay safe, both in and outside of school, as well as online. Pupils know how to report concerns. The school reinforces this through assemblies and whole-school initiatives such as 'keeping safe' week. Leaders work in partnership with parents to keep pupils safe. They share important and pertinent information through weekly online safety bulletins.

Leaders ensure that all pupils access opportunities beyond the curriculum. They track and promote engagement carefully. Leaders ensure that disadvantaged pupils benefit from these opportunities to develop new talents and interests and broaden their horizons.

The school provides very effective pastoral care. Pupils and families have access to well-qualified and experienced staff as well as external professionals for support.

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

Pupils benefit from attending this inclusive, nurturing and safe school. Staff know them well and meaningfully enact the school's motto of 'new day, endless possibilities'. All pupils are welcome at St Botolph's Church of England Primary School. Those who join the school at different points in the year are well supported to experience a smooth start. Staff value and respect pupils. Staff support pupils to grow in confidence and independence so they can achieve.

Pupils generally follow the high expectations of behaviour that the school has of them. They say that staff manage behaviour fairly. Pupils are well supported to understand and manage their emotions. This helps them to make positive behaviour choices more often. As a result, pupils enjoy a calm and orderly environment and positive relationships with others. Pupils

know what bullying is. They know whom to talk to if they have any concerns. However, they say it rarely happens. They know that staff will address any concerns promptly and effectively. Pupils benefit from a range of high-quality pastoral support. Most pupils now attend school regularly. Leaders know that for some pupils, attendance needs to improve.

Pupils develop their knowledge and understanding of the wider world. They broaden their horizons through the school's well-planned curriculum and enrichment opportunities. These include residential visits, LEGO club, and a variety of sports and music clubs, as well as opportunities to undertake leadership roles.

Pupils learn in purposeful classroom environments. They typically benefit from effective teaching and generally achieve well. Most pupils demonstrate positive attitudes to their learning. They are keen to share what they have learned. Typically, the school ensures that pupils who need additional support get the right help to enable them to achieve. Children in the early years and pupils throughout the school are generally well prepared for their next stage of education.

Next steps

- Leaders should work with families to improve pupils' attendance, so all pupils, especially those who face barriers to their learning, have full access to the curriculum and can achieve higher outcomes.
- Leaders should develop pupils' handwriting. They should ensure sustained high expectations of handwriting in writing across the curriculum.
- Leaders should ensure that teachers, including in the early years, assess all pupils' learning accurately and identify misconceptions with precision, so that gaps in knowledge and understanding are addressed consistently and effectively.

About this inspection

The chair of the board of governors in this school is Ms Emily Coleman.

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.

Inspectors spoke with the headteacher, other school leaders and a range of teaching and non-teaching staff. They spoke with parents and a wide range of pupils throughout the school during the inspection. Inspectors also gathered parents' and carers' views through considering responses to Ofsted Parent View.

The lead inspector also spoke with a selection of governors, including the chair of governors, a representative from the local authority and a representative from the alternative provision.

The inspectors confirmed the following information about the school:

This school is registered as having a Christian religious character. Its last section 48 inspection took place in October 2023.

The proportion of pupils with education, health and care (EHC) plans is well above the national average. The majority of these EHC plans are for pupils with speech, language and communication needs.

The school includes a specialist resource provision for 15 pupils in Reception and key stage 1 with specific learning difficulties, speech, language and communication needs and/or autistic spectrum disorder.

The school makes use of one alternative provision, which is unregistered.

The school has undergone significant changes since the last inspection:

Since the last inspection, the school has moved into a new building, which has been redeveloped to accommodate increasing pupil numbers.

Since the last inspection, the school has opened a specialist resource provision.

Headteacher: Mrs Emma Pepper

Lead inspector:
Damienne Clarke, His Majesty's Inspector

Team inspectors:
Ben O'Connell, Ofsted Inspector
Kerry Williams, 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 3 February 2026

School and pupil context

Total pupils

367
Above 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

600
Well above 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)

20.16%
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

10.08%
Well above 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

9.54%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SpLD - Specific Learning Difficulty, SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (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	61%	61%	Close to average
2024/25 (revised)	63%	62%	Close to average
2023/24 (final)	48%	61%	Below
2022/23 (final)	72%	60%	Above

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	71%	74%	Close to average
2024/25 (revised)	72%	75%	Close to average
2023/24 (final)	58%	74%	Below
2022/23 (final)	83%	73%	Above

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	74%	72%	Close to average
2024/25 (revised)	79%	72%	Close to average
2023/24 (final)	66%	72%	Close to average
2022/23 (final)	79%	71%	Above

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	76%	73%	Close to average
2024/25 (revised)	77%	74%	Close to average
2023/24 (final)	72%	73%	Close to average
2022/23 (final)	79%	73%	Close to average

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	45%	46%	Close to average
2024/25 (revised)	55%	47%	Close to average
2023/24 (final)	11%	46%	Below
2022/23 (final)	64%	44%	Above

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	55%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	64%	63%	Close to average
2023/24 (final)	33%	62%	Below
2022/23 (final)	64%	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	58%	59%	Close to average
2024/25 (revised)	82%	59%	Above
2023/24 (final)	22%	58%	Below
2022/23 (final)	64%	58%	Close to average

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	55%	60%	Close to average
2024/25 (revised)	64%	61%	Close to average
2023/24 (final)	33%	59%	Below
2022/23 (final)	64%	59%	Close to average

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	45%	68%	-22 pp
2024/25 (revised)	55%	69%	-15 pp
2023/24 (final)	11%	67%	-56 pp
2022/23 (final)	64%	66%	-3 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	55%	80%	-25 pp
2024/25 (revised)	64%	81%	-17 pp
2023/24 (final)	33%	80%	-46 pp
2022/23 (final)	64%	78%	-15 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	58%	78%	-20 pp
2024/25 (revised)	82%	78%	4 pp
2023/24 (final)	22%	78%	-55 pp
2022/23 (final)	64%	77%	-14 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	55%	80%	-25 pp
2024/25 (revised)	64%	81%	-17 pp
2023/24 (final)	33%	79%	-46 pp
2022/23 (final)	64%	79%	-16 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 (2 term)	6.1%	5.2%	Above
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	4.1%	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 (2 term)	14.7%	13.3%	Close to average
2023/24 (3 term)	12.0%	14.6%	Close to average
2022/23 (3 term)	7.9%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at https://reports.ofsted.gov.uk.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026

© Crown copyright