

# Inspection of Burton-on-the-Wolds Primary School

Barrow Road, Burton-on-the-Wolds, Loughborough, Leicestershire LE12 5TB

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|---------------------------|--------------------|
| Inspection dates:         | 1 and 2 July 2025  |
| The quality of education  | <b>Good</b>        |
| Behaviour and attitudes   | <b>Good</b>        |
| Personal development      | <b>Outstanding</b> |
| Leadership and management | <b>Good</b>        |
| Early years provision     | <b>Good</b>        |
| Previous inspection grade | Outstanding        |

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

The school is an integral part of the local community. Pupils enjoy learning and are keen to attend school regularly. They learn to treat each other as individuals. They feel safe and well cared for. One pupil spoke for many when saying, 'Everybody has a place here.'

The school is extremely ambitious for its pupils. The curriculum is designed to provide a high quality of education that is relevant to pupils. Pupils achieve well in many subjects. They benefit from a comprehensive personal development programme. It is exemplary in the way that it prepares pupils for life in modern Britain.

Pupils understand that they are expected to be 'ready, respectful and safe'. They know these expectations mean they need to sit up straight, listen carefully and consider others. Parents and carers are full of praise for the school. They talk of supportive staff who help their children to flourish.

If pupils are worried, they feel comfortable to talk to staff in school. Pupils say that if they fall out, adults take the time to listen and help them get along together.

Pupils love to have lunch outside and dig for fossils in the playground or take responsibility for the school garden.

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

The curriculum is broad and balanced. Pupils learn new knowledge, skills and vocabulary in a carefully planned way. For example, in design technology, children in the Reception Year learn how to hold scissors and 'snip'. As they move through the school, pupils learn about strong structures, using play dough and cocktail sticks. They then use this knowledge to build model greenhouses using lolly sticks and glue guns.

The school has thought carefully about how to gradually introduce information to pupils to help them remember what they have learned. Pupils regularly recap previous learning. New knowledge is effectively introduced and explored. For example, when learning about time, pupils revisit and connect previous knowledge that supports their understanding.

The school has clearly identified the important knowledge they want pupils to remember. The school's systems help teachers to identify and address any gaps in learning. Pupils achieve very well across the majority of subjects.

Many pupils learn to write with confidence. However, some pupils are not effectively supported to gain a secure understanding of the grammar that they need to use in their written work. This hinders the quality of their written communication across a range of subjects.

Pupils understand the school expectations to listen so that they are ready to learn. They appreciate the gentle reminders from staff if they are not paying attention. They are given

time to 'stop and think' if necessary, so that they can make the right behaviour choices. Pupils persevere when they find learning challenging.

There is a vibrant reading culture in the school. Children in the Reception Year are taught the sounds that letters make as soon as they start school. Staff are trained in the school's phonics programme effectively. They check closely on progress, giving children extra help when they need it. The teaching of reading supports pupils to become fluent readers. They enjoy visiting the school library and ask the school 'book worms' for book recommendations.

The school makes sure that pupils with special educational needs and/or disabilities (SEND) are identified early. Staff work closely with parents to make sure pupils' needs are met. Staff make sure that pupils with SEND have the resources they need to be able to access the curriculum and succeed.

Pupils talk passionately about everybody being treated equally. Children in the early years learn to share ideas with each other. Older pupils know that some people need more support than others. For example, older pupils buddy up with younger pupils to help them come in after play.

A rich range of cultural and educational experiences enhance the school curriculum. Pupils talk excitedly about residential visits. Leaders from different faiths support pupils' understanding of different cultures. Pupils relish taking on positions of responsibility as they get older. For example, they enjoy being voted as 'Burton Ambassadors' who act as role models to others. The school takes part in many community activities, including through their work with the plantation committee. Pupils learn how to keep themselves safe and healthy, including the benefits of moderation in their diets.

Governors know the school well. They understand the strengths and areas for development. Governors work closely with the school to bring about improvements. Staff well-being is a priority for governors. Staff morale is high and they are proud to be part of the school. They appreciate the trust shown in them and the consideration the school has for their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some subjects, not all pupils receive the support they need to help them to apply their understanding of grammar fully to their written work. Where this is the case, some pupils' written communication is not as well developed as it could be. The school should ensure that its writing curriculum enables all pupils to transfer the grammar

skills they learn to embed them into sustained and high-quality writing across the curriculum.

## 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>             | 119912                                                                                     |
| <b>Local authority</b>                     | Leicestershire                                                                             |
| <b>Inspection number</b>                   | 10379533                                                                                   |
| <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> | 198                                                                                        |
| <b>Appropriate authority</b>               | The governing body                                                                         |
| <b>Chair of governing body</b>             | Debbie Phillips                                                                            |
| <b>Headteacher</b>                         | Claire Wilson                                                                              |
| <b>Website</b>                             | <a href="http://www.burton-on-the-wolds-school.org">www.burton-on-the-wolds-school.org</a> |
| <b>Dates of previous inspection</b>        | 19 and 20 March 2024, under section 8 of the Education Act 2005                            |

## Information about this school

- The school does not currently use any alternative provision.
- ☐ The school operates a breakfast club on the premises.

## 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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with members of the governing body, including the chair.
- Inspectors met with the headteacher, the deputy headteacher and senior leaders.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, design technology 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. They observed pupils reading to a familiar adult.
- Inspectors also discussed the curriculum in some other subjects and looked at samples of pupils' work from across the curriculum.
- Inspectors met with leaders responsible for pupils' personal development, behaviour and attendance, and the early years. Inspectors also met with leaders responsible for the provision for pupils with SEND and for the use of pupil premium.
- Inspectors observed pupils' behaviour in lessons and around school.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, and the results of the Ofsted surveys for school staff and pupils. They also met with groups of staff and pupils.
- To evaluate the effectiveness of safeguarding, 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.

## Inspection team

Ann Davey, lead inspector

Ofsted Inspector

Debonair Brown

Ofsted Inspector

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