

Ullesthorpe Church of England Primary School

Address: Ashby Road, Ullesthorpe, Lutterworth, Leicestershire, LE17 5DN

Unique reference number (URN): 144114

Inspection report: 10 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

Strong standard ●

Inclusion

Strong standard ●

In this small school, where there is a high proportion of pupils with special educational needs and/or disabilities, the staff know every pupil extremely well. They promptly use well-established systems to assess pupils' needs and put support in place without delay. Parents and carers really value the care and support their children receive at the school.

Leaders work successfully to remove barriers to pupils' learning. They adapt the curriculum appropriately and ensure it is taught by well-trained staff. Leaders work effectively with a wide range of external professionals. They maintain positive relationships with the local authority and other schools across the trust. Leaders also draw on specialist expertise, including the school nurse, educational psychologists and behaviour specialists. These partnerships strengthen provision and ensure that pupils get the precise support they need.

Leaders frequently review the impact of support to ensure it has the best possible effect. They make timely adjustments when necessary. They ensure that additional funding is spent effectively and has a positive impact on the most vulnerable pupils. Leaders use their deep knowledge of pupils to plan wider opportunities that enrich pupils' learning. All pupils take part in well-considered activities that help them develop confidence, broaden their experiences, extend their talents and grow personally and socially.

Personal development and wellbeing

Strong standard ●

As a church school, Christian values permeate daily life. Pupils describe the school as a compassionate community. They show a deep sense of responsibility towards one another and a willingness to share, cooperate and contribute. Pupils enjoy learning about other faiths and cultures. They value diversity and understand the importance of respecting and celebrating difference. These attributes prepare them well for later life.

Pupils have a secure understanding of fundamental British values. For example, they show respect for the rule of law and the democratic process. They demonstrate confidence and self-belief. The wide range of roles and responsibilities that all pupils hold strengthens their understanding of participation and community. Older pupils act as positive role models and uphold the high expectations placed upon them. Relationships between pupils are warm, respectful and supportive.

Pupils benefit from an ambitious and well- designed personal, social, health and economic (PSHE) education curriculum. They know how to stay safe online and revisit this learning in computing lessons. They speak confidently and show deep, secure knowledge of the curriculum. Leaders adapt the PSHE curriculum effectively for pupils with special educational needs and/or disabilities. For example, they use visual prompts and plan carefully so that non-verbal pupils can express their views, concerns and opinions. Staff understand each pupil's context and vulnerabilities and adjust the curriculum sensitively.

Pupils learn the right things at the right time in their relationships, sex and health education lessons. They understand how their bodies change, the importance of consent and what positive relationships look like.

Leaders ensure that all pupils benefit from a vast range of enriching opportunities and experiences. They check regularly that all pupils take part in many sports clubs, trips and residential. Leaders tailor opportunities to match pupils' interests and strengths so that every pupil can participate and thrive.

Expected standard

Achievement

Expected standard 

The small cohorts of pupils at this school mean that the performance of 1 or 2 pupils can affect published outcomes at the end of key stage 2 considerably, particularly for disadvantaged pupils. However, typically, pupils attain broadly in line with the national averages in reading, writing and mathematics at the end of Year 6. Pupils with special educational needs and/or disabilities achieve well.

The early reading curriculum is ambitious and taught consistently well. This is reflected in the outcomes of the phonics screening check in Year 1 that are above the national average.

Leaders' recent focus on writing has strengthened pupils' accuracy and fluency. As a result, more pupils are now writing at greater depth than in previous years.

Pupils progress well through the curriculum and are well prepared for their next steps in education.

Attendance and behaviour

Expected standard 

Leaders are taking effective action to ensure that all pupils, including pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and pupils known to social care, regularly attend school. Overall attendance is close to the national average and has improved for 3 consecutive years. Pupils with SEND attend well. However, there is a small number of pupils who struggle to attend as regularly as they should. Leaders continue to address the barriers to attendance that these pupils face. Pupils' punctuality has improved significantly. They arrive promptly each morning, resulting in far less lost learning time at the start of the school day.

Staff apply the behaviour policy consistently. They model the high expectations they want pupils to follow, and pupils rise to these expectations. Pupils treat one another with kindness and respect. Learning is rarely disrupted. Pupils' positive conduct, for example cooperating and sharing in class, enhances their learning. Bullying, harassment or discrimination are never tolerated, including online. The school community shows care and support for one another. Pupils say they feel safe because they have trusted adults in school to turn to if they have problems or need help. Issues are resolved effectively.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the curriculum and the quality of teaching. Their decisions have ensured that all pupils, particularly those with special educational needs and/or disabilities (SEND), experience an appropriate curriculum across all subjects that is well matched to their needs. The curriculum is ambitious, progressive and knowledge-focused. Leaders plan regular opportunities for pupils to revisit important knowledge so that it is remembered securely over time. Pupils say that they 'just love to learn'.

Leaders place pupils' foundational knowledge at the core of the curriculum. Reading, writing, mathematics and the development of pupils' language and vocabulary are top priorities. The curriculum ensures that pupils, including those with speech and language barriers, encounter ambitious and challenging language. Staff support pupils expertly to develop the oracy skills they need to speak confidently about their learning. Pupils' writing and mathematics are improving and are increasingly accurate, fluent and at greater depth standard.

Effective opportunities for professional learning have strengthened teachers' subject knowledge. Curriculum resources are of high quality. Staff are particularly skilled at adapting the curriculum for pupils who face barriers to learning, especially those with SEND. These pupils access the same curriculum as their peers and achieve well.

Early years

Expected standard 

Leaders have constructed a curriculum that ensures that the early years provision is purposeful, engaging and carefully organised. Staff skilfully implement the curriculum, for example they use 'rainbow challenges' effectively to encourage children to access a broad range of learning experiences, including more formal tasks.

Leaders prioritise children's communication and language. Throughout the day, staff create purposeful opportunities to extend, develop and refine children's language as they learn. Key vocabulary is carefully chosen across all areas of learning, and activities help children rehearse and revisit new words. Stories such as 'Shu Lin's 'Grandpa' inspire children's talk, imagination and cultural understanding. Leaders' continuing focus is to ensure that all children have the knowledge and confidence needed in their early writing.

Reading has the highest priority. Staff implement the phonics programme consistently well and adapt it skilfully for all children, particularly children with special educational needs and/or disabilities. They check children's understanding, giving children immediate follow up and practise when they need to catch up.

Every child is known extremely well. The provision works in partnership with families to ensure that pupils gain a great start to their education. Families value being involved in their child's learning and the care and support they receive.

Leaders have driven the school's improvement agenda with determination and success. They have an accurate understanding of the school's strengths and areas for development. Leaders identify the right priorities before addressing them effectively. They know the steps needed to improve the school even further. School improvement support from the trust is effective. It enables leaders to focus on the right actions at the right time.

Staff speak very positively about the support they receive and the way their workload and wellbeing is prioritised. Staff show great pride in the school and in the community it serves. They act in the best interests of pupils.

Governance has strengthened since the last inspection. Governance, including at local level, is effective. Governors hold leaders stringently to account and fulfil their statutory duties well. They maintain close oversight of the provision for disadvantaged pupils, pupils with special educational needs and/or disabilities and pupils known to social care. Governors check that additional funding is used effectively and addresses the barriers pupils face.

Leaders ensure that staff benefit from opportunities for high-quality professional learning, including training from national experts. Staff particularly value opportunities to work with colleagues across the trust to share effective practice and develop ideas. Recent training to help staff identify pupils' learning needs more swiftly has had a significant impact on pupils. Staff in the early stages of their careers are well supported.

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

Pupils are proud to attend this inclusive school. Pupils arrive to school with a smile on their face. They attend well, are punctual and cannot wait to start their school day. A strong Christian ethos runs throughout the school. Staff know pupils extremely well. Pupils feel safe. They know that they have trusted adults to turn to if they have worries or need help. They know that their teachers do all they can to help them 'learn together, grow together and shine forever'.

Pupils understand the difference between falling out and bullying. Bullying is not a concern to pupils. They feel confident that staff will act quickly and effectively if incidents arise. Play time is enjoyed by everyone. Pupils relish the activities and games available to them. Older pupils encourage younger pupils to learn the rules of the games, join in with others and make friends.

Pupils show enthusiasm for learning. The curriculum is carefully constructed so that all pupils, including those with special educational needs and/or disabilities (SEND), disadvantaged pupils and those known to social care, have their needs precisely met. Pupils secure the important foundations they need, for example, in reading, writing and mathematics. Pupils, including those with SEND, typically achieve in line with the national averages in national tests. Pupils are well prepared for the next stages of their education.

This small school offers a wide range of opportunities that help pupils cooperate, take responsibility and grow in confidence. All pupils take on additional roles that enable them to shine. They show understanding of each other's differing needs, and older pupils act as positive role models for younger peers. Pupils develop a secure knowledge of fundamental British values, such as respect and tolerance. A clear sense of community and family enhances pupils' education and prepares them well for life.

Next steps

- Leaders should continue the work to ensure that pupils, including pupils with special educational needs and/or disabilities, disadvantaged pupils and pupils known to social care, gain the fluency and accuracy of foundational knowledge needed so that an increasing number achieve at greater depth and at the higher standards.
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About this inspection

This school is part of the 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), Adam Watson, and overseen by a board of trustees, chaired by Graham Read.

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.

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 put pupils' interests first.

Inspectors met with the head of school. They met with the director of school improvement for the trust, who acted as the nominee during the inspection. The lead inspector met with the CEO of the trust, members of the local governing committee, including the chair. She spoke with a trustee by telephone. Inspectors conducted learning walks with leaders, spoke to some pupils about their learning and looked at samples of pupils' work. They sampled the work of disadvantaged pupils, pupils with special educational needs and/or disabilities (SEND) and pupils that are known to social care. Inspectors also reviewed a range of documentation, including education, health and care plans, relating to pupils with SEND. They visited children within the early years provision. Inspectors reviewed a range of pupil attendance information. They observed the behaviour of pupils in classrooms and at social times. They observed the start of the school day. Inspectors reviewed the views of parents through the online questionnaire, Ofsted Parent View, including the free-text comments. They reviewed the information from the survey of staff.

The inspectors confirmed the following information about the school:

The school has undergone a significant change since the last inspection. A new headteacher and chair of the local governing committee have been appointed. There have been changes to the leadership of the trust, including at CEO level.

This school is registered as having a Church of England religious character. The Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection took place in 2019.

The school uses no alternative provisions.

Head of School: Mrs Jodie Allen

Lead inspector:

Jayne Ashman, His Majesty's Inspector

Team inspector:

Mandy Wilding, 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 10 February 2026

School and pupil context

Total pupils

102

Well below 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

105

Well below 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)

8.82%

Well below 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

3.92%

Close to 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

25.49%

Well above 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)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (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	56%	61%	Close to average
2024/25 (revised)	57%	62%	Close to average
2023/24 (final)	53%	61%	Close to average
2022/23 (final)	56%	60%	Close to average

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	80%	74%	Above
2024/25 (revised)	71%	75%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	87%	74%	Above
2022/23 (final)	81%	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	64%	72%	Below
2024/25 (revised)	71%	72%	Close to average
2023/24 (final)	60%	72%	Below
2022/23 (final)	63%	71%	Below

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)	86%	74%	Above
2023/24 (final)	73%	73%	Close to average
2022/23 (final)	69%	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	13%	46%	Below
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	75%	62%	Above
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	38%	59%	Below
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S

Year	This school	National average	Compared with national average
2022/23 (final)	S	58%	S

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	38%	60%	Below
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	13%	68%	-55 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	75%	80%	-5 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	38%	78%	-40 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	38%	80%	-42 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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)	5.0%	5.2%	Close to average
2023/24 (3 term)	6.6%	5.5%	Above
2022/23 (3 term)	8.6%	5.9%	Above

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)	10.9%	13.3%	Close to average

Year	This school	National average	Compared with national average
2023/24 (3 term)	20.2%	14.6%	Above
2022/23 (3 term)	23.2%	16.2%	Above

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.

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