

# Stafford Leys Community Primary School

**Address:** Stafford Leys, Leicester Forest East, Leicester, Leicestershire, LE3 3LJ

**Unique reference number (URN):** 138154

## Inspection report: 13 January 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 ●

### Attendance and behaviour

Strong standard ●

Attendance is a sustained strength. Leaders set ambitious expectations and work proactively with families to remove barriers to regular attendance. Pupils understand why attending school matters and explain how absence can affect their learning. Persistent absence is low, including for disadvantaged pupils and those with special educational needs and/or disabilities. Leaders monitor patterns closely and intervene early and effectively where attendance dips.

Leaders have established a calm, orderly and supportive environment in which pupils behave consistently well. Behaviour routines are taught clearly and reinforced across the school so that pupils understand what is expected of them. Staff apply the behaviour curriculum with consistency, modelling respectful interactions and addressing concerns swiftly. Pupils respond positively to these routines, showing courtesy towards one another and towards adults. They describe the school as a friendly and safe place where they can focus on their learning.

Bullying is not tolerated. Pupils say that it rarely happens and that staff take any concerns seriously. When disagreements occur, staff use approaches that help pupils understand the impact of their actions and repair relationships. This contributes to a respectful and inclusive culture in which pupils with additional needs are supported well and benefit from consistent expectations. Suspensions are rare, and leaders analyse behaviour information carefully to ensure that support is well matched where needed.

### Curriculum and teaching

Strong standard ●

Leaders have designed an ambitious and coherently sequenced curriculum that enables pupils to build knowledge securely over time. They have mapped learning carefully from the early years through to Year 6 so that staff understand how concepts develop across subjects. Leaders' focus on vocabulary and oracy is firmly established in classroom practice and supports pupils to explain their thinking with increasing confidence.

Teaching is delivered consistently across the school and is underpinned by well-developed subject knowledge. Staff use approaches that help pupils recall and apply what they have learned. This includes structured questioning, discussion and opportunities for pupils to revisit key ideas. Teachers check pupils' understanding accurately and adjust their teaching so that pupils keep up with the curriculum. This helps pupils to know more and remember more over time.

Leaders ensure that pupils secure firm foundations in reading, writing and mathematics. Staff teach phonics well and pupils read books that match the sounds they know. Mathematics teaching develops fluency, reasoning and problem-solving in a well-sequenced way. Writing is taught effectively, and pupils produce work of high quality.

Teaching is inclusive. Staff understand pupils' needs well and make thoughtful adaptations for disadvantaged pupils, pupils with special educational needs and/or disabilities and those

known to children's social care. As a result, all pupils access the full curriculum confidently and successfully.

## Early years

Strong standard 

Children in the early years benefit from an ambitious and coherently sequenced curriculum that gives them secure foundations for learning. Leaders and staff have a clear understanding of how young children develop, and they use this knowledge to provide rich learning experiences that build children's language, confidence and independence. Staff prioritise communication and vocabulary. They use high-quality interactions to extend children's thinking and model language carefully. This ensures that children, including those who are disadvantaged or who have special educational needs and/or disabilities, develop the early skills they need for future learning.

Reading is central to the early years. Staff teach phonics with consistency and accuracy. Children quickly learn the sounds they need to begin reading and writing. Leaders check the fidelity of phonics teaching regularly and act swiftly to address any inconsistencies. Children practise their early writing and develop secure letter formation through well-designed activities that focus on physical development.

Staff use assessment information accurately to adapt learning for different children and to intervene quickly where extra support is needed. Leaders review children's progress frequently and make thoughtful changes to provision to ensure that all children keep up.

Children are well prepared for Year 1. They develop confidence, independence and positive learning habits.

## Inclusion

Strong standard 

Leaders and staff at Stafford Leys have established a consistently inclusive culture where pupils' individual needs are understood well. Clear and systematic processes allow staff to identify barriers early, drawing on assessment information, classroom observations and structured professional dialogue. This ensures that disadvantaged pupils, pupils with special educational needs and/or disabilities, and those known to children's social care receive timely support tailored to their needs.

Staff apply a consistent and well-structured approach to supporting pupils' needs. Teachers make effective adaptations so pupils can access the full curriculum, while targeted interventions strengthen pupils' core knowledge, communication and independence. Leaders rigorously evaluate the impact of this work and adjust provision where necessary. This leads to sustained reductions in barriers to learning and wellbeing, and pupils progress well from their starting points.

Staff benefit from purposeful training that develops their understanding of additional needs and strengthens the consistency of practice. Leaders work productively with external specialists and the virtual school to secure additional expertise where required. They use pupil premium funding strategically. The strategy is informed by evidence about what works well. It supports pupils' academic progress as well as their emotional, social and communication development.

The school's work ensures that pupils with additional needs participate fully in school life, access the planned curriculum successfully and experience sustained improvements in their outcomes.

## Leadership and governance

Strong standard 

Leaders have established a clear and ambitious vision that places pupils' learning and wellbeing at the centre of their work. They understand the school's strengths and priorities in detail. They use this knowledge to make well-informed decisions that improve pupils' experiences. Leaders evaluate the curriculum, teaching and inclusion rigorously, drawing on a wide range of evidence to check that actions are having the intended impact. This has resulted in consistent practice across the school and sustained improvements over time.

Leaders ensure that all pupils, including disadvantaged pupils, pupils with special educational needs and/or disabilities, and those known to children's social care, receive the support they need. They reduce barriers to learning through strategic use of pupil premium funding, carefully targeted interventions and strong multi-agency work. Leaders adapt provision swiftly when required and monitor the impact of support closely.

Staff benefit from a coherent programme of professional development that builds expertise across subjects and phases. Leaders' decisions take staff workload and wellbeing into account. Staff appreciate the clarity and consistency of expectations.

Those responsible for governance fulfil their statutory duties well. They hold leaders to account with clarity and purpose, asking precise questions about the impact of the curriculum, inclusion and pupils' outcomes. They understand the school's context and ensure that resources are used in pupils' best interests. This partnership between leaders and governors continues to support the school's sustained improvement.

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## Expected standard

### Achievement

Expected standard 

Pupils achieve well overall, and leaders' recent work means that achievement is increasingly consistent across many subjects. Pupils make secure progress through the curriculum and develop knowledge with growing confidence. Writing remains a significant strength, and pupils produce work of consistently high quality. In mathematics, pupils achieve above national averages, and their fluency, reasoning and problem-solving skills are developing securely.

Reading attainment has improved following a previous dip, and many pupils now develop the fluency they need. However, the progress of pupils with lower prior attainment is still not as secure as that of their peers. Variability in phonics outcomes means early reading foundations are not consistently embedded for all pupils. Disadvantaged pupils also do not consistently achieve well across subjects. As a result, their outcomes are less secure than

those of their peers. Leaders' actions are beginning to address these inconsistencies and are having a positive impact.

## Personal development and wellbeing

Expected standard 

Pupils benefit from a well-structured personal development programme that supports their confidence, wellbeing and sense of responsibility. Leaders plan this programme carefully so that pupils learn about respect, fairness and the importance of positive relationships. Assemblies and curriculum themes help pupils reflect on their beliefs and consider the perspectives of others. Staff model respectful behaviour, and pupils learn how to work cooperatively and resolve disagreements thoughtfully.

Pupils enjoy a wide range of enrichment opportunities that broaden their experiences beyond the academic curriculum. These include cultural visits, sports, music and opportunities for pupils to take leadership roles, such as playground or reading ambassadors. These experiences help pupils develop teamwork, confidence and communication skills. Disadvantaged pupils are supported to participate fully, and leaders ensure that no pupil is disadvantaged by cost or access.

Relationships and sex education and health education are delivered in line with statutory requirements. Pupils learn about healthy relationships, personal safety and online risks. Staff provide targeted pastoral support for pupils who need additional help, including those facing emotional or social barriers. Pupils say they feel safe in school and know who to speak to if they are worried.

The personal development programme promotes pupils' understanding of fundamental British values, including respect, democracy and the rule of law. However, pupils' understanding of the differences between people that are protected by law is not as well developed as it could be. Although assemblies and curriculum themes introduce diversity, pupils do not consistently explain or apply this knowledge in depth. Leaders recognise this and are refining the curriculum to strengthen pupils' understanding in this area.

Overall, pupils develop positive attitudes, a good understanding of how to keep themselves healthy and safe, and the confidence to express their views.

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

Pupils at Stafford Leys experience a warm, vibrant and welcoming school where they are known well and treated with care and respect. They say that staff listen to them and take concerns seriously. This helps them feel safe and secure each day. Pupils trust staff because they respond quickly when help is needed and support pupils thoughtfully, including those who may face barriers to their learning or wellbeing.

Pupils behave very well in lessons and around the school. They understand the routines and expectations and follow these calmly. Staff teach pupils how to manage their behaviour, resolve disagreements and consider the feelings of others. Pupils say that bullying is rare. They are confident that staff will deal with any unkind behaviour promptly and effectively.

This contributes to a purposeful and respectful atmosphere in which pupils can learn successfully and feel that they belong.

Pupils enjoy their learning and speak positively about their experiences in the classroom. They describe lessons as engaging and say that teachers help them build on what they already know. They are proud of their work and the progress they make. Pupils value opportunities to take part in enrichment activities that broaden their experiences beyond the academic curriculum. Older pupils take on leadership roles, such as reading ambassadors and sports leaders, supporting younger pupils and contributing to the wider life of the school. These opportunities help pupils develop confidence, responsibility and teamwork.

Pupils attend well and understand the importance of being in school every day. They appreciate the inclusive culture, where all pupils, including those with special educational needs and/or disabilities or those who are disadvantaged, are supported to participate fully in school life. They form positive relationships with staff and with each other and demonstrate kindness and respect throughout the school day. Pupils feel well prepared to take their next steps with confidence.

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## **Next steps**

- Leaders should continue to strengthen the interventions that disadvantaged pupils and pupils with low prior attainment receive, to ensure that these groups of pupils make consistently secure progress in all subjects, including reading.
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## **About this inspection**

This school is part of Bradgate Education Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Gareth Nelmes, and overseen by a board of trustees, chaired by Stephen Cotton.

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 CEO and members of the trust during the inspection. They also met with senior leaders and a range of staff and pupils, and they sought feedback from parents and external stakeholders.

The school uses no alternative provision.

Headteacher: Andrew Kitchen

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**Lead inspector:**

Nyree Parker, His Majesty's Inspector

**Team inspectors:**

Stephen Long, Ofsted Inspector

Steve Tague, Ofsted Inspector

Steven Barnes, 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 13 January 2026

## School and pupil context

**Total pupils**

**598**

Well 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**

**630**

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)**

**10.20%**

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**

**1.84%**

Below 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**

**9.20%**

Below average

**What does this mean?**

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

National average: 15%

**Location deprivation**

**Below 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	67%	61%	Close to average
2024/25 (revised)	73%	62%	Above
2023/24 (final)	69%	61%	Above
2022/23 (final)	57%	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	76%	74%	Close to average
2024/25 (revised)	79%	75%	Close to average
2023/24 (final)	79%	74%	Close to average
2022/23 (final)	69%	73%	Close to average

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	77%	72%	Close to average
<b>2024/25 (revised)</b>	83%	72%	Above
<b>2023/24 (final)</b>	73%	72%	Close to average
<b>2022/23 (final)</b>	75%	71%	Close to average

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	82%	73%	Above
<b>2024/25 (revised)</b>	83%	74%	Above
<b>2023/24 (final)</b>	87%	73%	Above
<b>2022/23 (final)</b>	75%	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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	53%	46%	Close to average
<b>2024/25 (revised)</b>	S	47%	S

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023/24 (final)</b>	53%	46%	Close to average
<b>2022/23 (final)</b>	43%	44%	Close to average

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	63%	62%	Close to average
<b>2024/25 (revised)</b>	S	63%	S
<b>2023/24 (final)</b>	63%	62%	Close to average
<b>2022/23 (final)</b>	57%	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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	58%	59%	Close to average
<b>2024/25 (revised)</b>	S	59%	S
<b>2023/24 (final)</b>	53%	58%	Close to average
<b>2022/23 (final)</b>	57%	58%	Close to average

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	68%	60%	Above
<b>2024/25 (revised)</b>	S	61%	S
<b>2023/24 (final)</b>	68%	59%	Close to average
<b>2022/23 (final)</b>	64%	59%	Close to average

'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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	53%	68%	-15 pp
<b>2024/25 (revised)</b>	S	69%	S
<b>2023/24 (final)</b>	53%	67%	-15 pp
<b>2022/23 (final)</b>	43%	66%	-23 pp

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	63%	80%	-16 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	63%	80%	-17 pp
<b>2022/23 (final)</b>	57%	78%	-21 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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	58%	78%	-20 pp
<b>2024/25 (revised)</b>	S	78%	S
<b>2023/24 (final)</b>	53%	78%	-25 pp
<b>2022/23 (final)</b>	57%	77%	-20 pp

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	68%	80%	-11 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	68%	79%	-11 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	64%	79%	-15 pp

'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)	3.7%	5.2%	Below
2023/24 (3 term)	3.7%	5.5%	Below
2022/23 (3 term)	4.0%	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)	4.6%	13.3%	Below
2023/24 (3 term)	5.3%	14.6%	Below
2022/23 (3 term)	8.6%	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.

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