

# Inspection of Fleckney Church of England Primary School

Batchelor Road, Fleckney, Leicester, Leicestershire LE8 8BE

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Inspection dates: 6 and 7 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

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

This is a happy and lively school. Pupils learn about how to be positive, global citizens. 'Global ambassadors' explore links with schools in Africa. This helps them understand differences and similarities within the world. Pupils learn about other cultures and faiths. Cartoon characters exemplify the British values. This ensures that pupils are tolerant and have a sense of community. One pupil typically stated: 'If someone new was coming here, I'd tell them that everyone was friendly and caring'.

The golden threads of 'be kind, be safe, be ready' ensures that pupils understand the expectations of them. These principles support discussions and check behaviour should pupils need reminding. This also applies to pupils' work.

There are a range of responsibilities pupils undertake with pride. School councillors make the school a better place. They organise sponsored events and raise money for play equipment. The 'Well-Being Ambassadors' exemplify the importance of looking after yourselves. 'Winnie the well-being bear' helps pupils explore their own feelings. 'Winnie's hut' on the playground is a place where these ambassadors help and support others.

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

Reading is clearly a priority at Fleckney. There is a rigorous and consistent approach to teaching pupils to read. Pupils begin to learn to read as soon as they join in the Reception Year. Skilled staff identify pupils who fall behind. These pupils receive the support they need to catch up. The school ensures that quality books are carefully selected and used as part of the curriculum. These books enhance topics and support the teaching of sensitive subjects such as diversity and inclusion. The school has focused on ensuring pupils become confident readers who can study texts in detail. Pupils spend time developing their skills of inference. This enables them to understand an author's meaning in greater detail.

The school has focused on raising academic achievement. However, the outcome of this work has not yet worked through to published data. Nevertheless, current provision is now more secure and is good.

For example, recent improvements in the teaching of mathematics have engaged children better during lessons and has helped them to become more confident learners. Ambition is high for all to achieve especially those with special educational needs and/or disabilities (SEND). Teachers' strong subject knowledge enables them to check pupils' understanding. They adapt learning to ensure that pupils remember by linking concepts and revisiting prior learning. Pupils receive timely support should they need it. Pupils talk about their learning confidently.

Beyond English and mathematics, the curriculum has been well thought out. For example, the languages curriculum covers French, Japanese and Spanish. The

school aspires for all pupils to leave with a desire to learn languages. It has created links with schools in Japan, which also supports learning in other curriculum areas. In all subjects key concepts link clearly as pupils move up the school. Pupils talk confidently using subject specific vocabulary. Pupils say that they enjoy their learning in school. In a few subjects, the school does not yet check well enough how well pupils have learned the curriculum. It is not always clear on what pupils know, can remember and can do.

Children in the early years foundation stage (EYFS) settle well. This is because the school makes strong links with children and their families before they start. The curriculum builds learning over time. Staff are clear on how they can support children. Activities are well planned, and expectations communicated to children effectively. This enables children to work independently for long periods of time. Activities are engaging and fun. For example, children explore the concept of what it is like being on safari in Africa. This enables children to learn challenging vocabulary and use it in context.

There is an excited buzz around school. The school has high expectations for pupils to behave well. Pupils respond to these expectations. Pupils' attitudes to their learning are positive. Pupils enjoy their time in school and attend regularly.

There is a broad range of opportunities for pupils to explore interests and talents. Clubs for different sports and music are well subscribed. The school makes sure that all pupils, especially those who are disadvantaged, develop cultural capital. Pupils learn Makaton, about musical theatre and visit places like the Japanese Embassy and places of cultural significance. Pupils are highly respectful and tolerant of others. Pupils genuinely care about one another.

There have been many improvements made at the school recently, but the school has not yet checked on the impact of a few of these. This means the school, including governors, does not yet have a clear view of the effectiveness and impact of all the work it does. However, the school leaders care about its staff's well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a few subjects, the school does not yet check well enough how well pupils have learned the curriculum. It is not always precise or clear about what pupils know, can remember and can do. The school should ensure that there are systems to check on what pupils can remember and then make the necessary adaptations for provide pupils with that missing knowledge.

- There have been many improvements made at the school recently, but the school has not yet checked on the impact of a few of these. This means the school, including governors, does not yet have a clear view of the effectiveness of all it does. The school should check routinely on the precision of implementation of improvements, how effective they are and make any necessary amendments or changes.

## 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>	120129
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10298410
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	442
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Clive Weston, interim
<b>Headteacher</b>	Timothy Leah
<b>Website</b>	<a href="http://www.fleckney.leics.sch.uk">http://www.fleckney.leics.sch.uk</a>
<b>Date of previous inspection</b>	8 March 2012 under section 5 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative providers.
- The school was last inspected under Section 48 of the Education Act 2005 in March 2017. This is under the Framework for the Statutory Inspection of Anglican and Methodist Schools (SIAMS).
- The long-standing chair of governors stepped down last academic year and there is currently an interim chair of governors.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement 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 leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher and the special educational needs and disabilities coordinator (SENDCo).
- Inspectors carried out deep dives in five subjects: reading, mathematics, physical education (PE), music and modern foreign languages (MFL). To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils. They also looked at curriculum documentation for history, geography and personal, social, health and economic (PSHE) education.
- The lead inspector met with seven members of the governing body including the chair.
- The lead inspector met with a local authority representative.
- Inspectors took account of the responses to the Parent View, including free-text responses and Ofsted's survey for school staff. An inspector spoke informally to parents at the beginning and end of the school day.
- Inspectors considered records of attendance, behaviour and safeguarding, including the school's single central record. Inspectors met with leaders to discuss the safeguarding of pupils. Inspectors took into account the views of staff and pupils. Inspectors considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.

### **Inspection team**

Mark Anderson, lead inspector	His Majesty's Inspector
Wendy Gordon	Ofsted Inspector
Gayle Bacon	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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