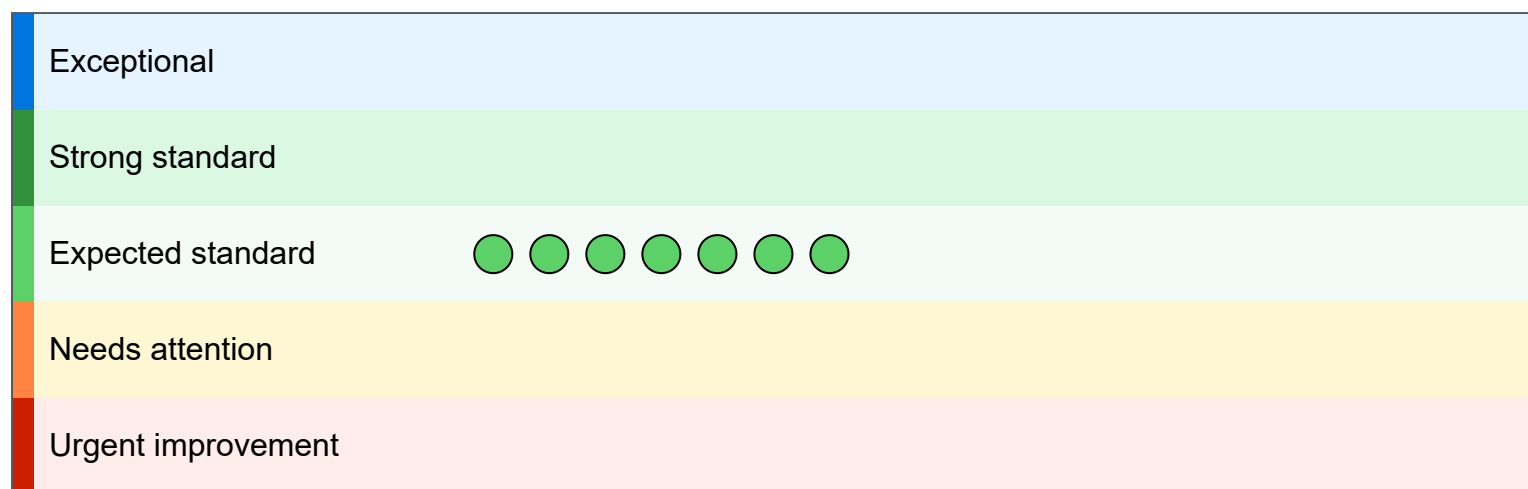


Wolsey House Primary School

Address: Beaumont Leys Lane, Leicester, Leicestershire, LE4 2BB

Unique reference number (URN): 120039

Inspection report: 28 April 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 make steady progress from very low starting points. Many begin school with skills well below what is typical for their age, especially in communication and language. Pupils develop secure basic skills in reading, writing and mathematics. For example, they quickly learn to sound out and read words. Pupils who arrive with little or no English make secure progress in their reading. Books show that many pupils have made rapid progress, particularly with their writing. Pupils improve their spelling, handwriting and sentence writing. They write more carefully and with growing confidence. Generally, pupils, including disadvantaged pupils, leave each key stage more confident and better prepared for what comes next.

Pupils show progress across the curriculum. In subjects such as science and history, pupils use what they know to explain ideas and complete tasks. They remember key facts and begin to apply them in lessons.

Attendance and behaviour

Expected standard 

Pupils behave well in lessons. They focus on their work and follow clear expectations. Classrooms are calm and purposeful. Pupils move around school sensibly and respond well to adults. Pupils treat each other with kindness and respect. They share resources and play cooperatively. When disagreements happen, pupils sort them out quickly, with help from adults if needed. Pupils say bullying is rare. They know what bullying is and trust adults to deal with it. Pupils feel supported and know what is expected of them. Older pupils talk clearly about making good choices and taking responsibility for their behaviour.

Attendance remains close to the national average for all pupils, including those with additional needs. Some pupils miss school more often than leaders would like. The school supports families and works closely with outside agencies to help pupils attend as regularly as possible. Leaders track attendance carefully and act quickly, when pupils start to miss school. Pupils respond well to encouragement and rewards. Attendance has improved over time, especially for pupils who previously missed a lot of school. However, the number of pupils who are persistently absent remains too high.

Curriculum and teaching

Expected standard 

The curriculum helps pupils to build their reading, writing and mathematics knowledge step by step. Pupils learn to read as early as possible. Teachers teach phonics clearly and consistently, with regular practice every day. Pupils quickly learn how to sound out words and read with confidence. New pupils who arrive with little or no English start reading soon after joining the school. Pupils practise writing often. Teachers focus on spelling, handwriting and sentence structure. Pupils improve their letter formation, spacing and accuracy over time. They respond to feedback and correct their work. Pupils show pride in their writing and confidence, when they explain their ideas. Pupils learn new words and use them in lessons.

Teachers explain ideas clearly and check pupils' understanding. Pupils talk about their learning and build on what they already know. In subjects such as science and history, pupils learn key facts and begin to use subject words more securely. Pupils follow clear routines in lessons. They know what to do and how to learn. Teachers support pupils who fall behind so they can keep up. This helps pupils make progress and prepare well for the next stage of learning.

Early years

Expected standard 

Children in the early years feel safe, happy and settled. Adults build warm and trusting relationships with children and know them well. Children engage well in learning. They concentrate for sustained periods and show growing independence, even though many start school with skills well below what is typical for their age. Adults support children carefully and encourage them to explore, talk and try new things.

The early years curriculum focuses heavily on communication and language, early reading, writing and number. Adults help children develop clear speech, listen carefully and build confidence when sharing ideas. Children develop early reading skills and show enjoyment, when listening to stories and exploring books. Adults also support the development of pencil grip, mark making and early writing. Children access similar high-quality experiences in both nursery and the Reception Year. Activities help children build knowledge step by step. Children who need extra help receive timely support. Adults adapt activities so all children can take part and succeed. Nursery and Reception work closely together. This helps children who attend the school nursery move smoothly into Reception. Most children are well prepared for key stage 1 by the time they leave the early years.

Inclusion

Expected standard 

The school works hard to remove any barriers to learning. Adults know pupils and families well and plan appropriate support to meet different needs. Teachers expect all pupils to take part in lessons and approach learning positively. Teachers adapt learning so pupils can succeed. They break work into smaller steps and give extra time, support or resources when needed. Teaching assistants support pupils in lessons and small groups. This helps pupils stay engaged and make progress.

Pupils with special educational needs and/or disabilities (SEND) receive help that matches their needs. Teachers remain responsible for the progress of all pupils in their class. This includes disadvantaged pupils, pupils with SEND and pupils known or previously known to social care. Recent improvements to SEND systems help staff spot needs earlier and respond more clearly. Some changes are new and leaders continue to check how well they work in daily practice. Some pupils access different learning spaces. This helps meet their emotional and learning needs.

The school supports pupils who face additional challenges, including speech and language needs and other barriers to learning. Leaders use pupil premium funding well to tackle some of the barriers pupils face. Leaders use assessment information to plan support and check progress in small steps. Pupils access the full curriculum with appropriate adjustments.

Leadership and governance

Expected standard 

Leaders and governors work together with purpose. They focus on improving pupils' experiences, building trust and securing better outcomes for the future. The new leadership team is aspirational and provides clear direction for the school. Leaders understand the community well and know the challenges pupils and families face. Leaders make decisions that put pupils' needs first. Leaders have reviewed how the school works and have set clear and ambitious priorities. They focus on improving teaching, attendance and pupils' wellbeing. Recent changes already show clear impact in classrooms and across school life.

Leaders take a careful approach to improvement and consider staff workload. Staff feel supported and value leaders' approachability. Leaders invest in staff training. Teachers and support staff develop their skills through professional development that links closely to school priorities. Early career teachers receive helpful support. They feel confident and part of the school team. This helps pupils benefit from consistent teaching and care.

Governors know the school well. Governors support leaders and challenge them when needed. They check that leaders meet their duties and manage school finances responsibly. Governors make sure safeguarding and equality duties remain high priorities. Parents share mostly positive views. Many parents say the school listens to concerns and provides high levels of care and support, especially for vulnerable pupils. Many now feel more confident and optimistic about the school's direction. Leaders work closely with outside services to support pupils with additional needs. They review support carefully and adjust plans when something does not work well.

Personal development and wellbeing

Expected standard 

Pupils' wellbeing plays a central role in school life. Adults know pupils well and place care, safety and emotional support at the heart of daily routines. Pupils feel supported and understand that adults want them to do well, both in school and beyond. Pupils learn how to look after themselves and others. The personal, social, health and relationships education programme teaches pupils about healthy relationships, respect and personal safety. Pupils also learn how to stay safe online and in the wider community. They understand issues such as harmful behaviour and risk. Many pupils explain how this learning helps them make sensible choices at school and at home. Pupils learn about respect, fairness and kindness. They value difference and speak positively about their diverse community. Pupils treat others with consideration and show acceptance of people from different backgrounds. Some pupils remember key ideas about the fundamental British values and protected characteristics more clearly than others.

Pupils trust adults and feel confident asking for help. Highly effective pastoral support helps pupils talk about worries and challenges. This helps pupils feel settled and ready to focus on learning. Pupils take part in a wide range of clubs, trips and special activities. These experiences help pupils discover new interests and develop talents. Pupils show enthusiasm for these opportunities and describe them as enjoyable and motivating. Rewards and enrichment activities help pupils build confidence and encourage positive attitudes to school. Parents work closely with the school. Staff understand pupils' individual needs and family circumstances. They provide guidance and practical support, when families need extra help. This secure partnership supports pupils' wellbeing and stability.

Leaders have created a community, where pupils develop confidence, resilience and positive attitudes. They gain life skills that support their safety, happiness and future success.

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

Pupils feel safe and cared for every day. They trust adults and know that staff listen and act quickly when they have worries. Pupils feel happy and enjoy coming to school. Staff create a calm and welcoming place, where pupils know they matter. Pupils behave well in lessons and around school. Classrooms feel calm and purposeful. Pupils focus on their learning and follow clear routines. They treat each other with kindness and respect. When disagreements happen, pupils sort them out quickly, with help from adults if needed. Pupils say that bullying is rare and adults deal with it quickly. Older pupils show pride in their behaviour and make sensible choices, including when adults are not nearby.

Pupils learn how to keep themselves safe. They understand personal safety, online safety and how to get help in their community. Pupils know who to talk to if they feel worried or unsafe. They explain how systems such as worry boxes, safeguarding teams and trusted adults help them.

Pupils enjoy their learning and feel included. Teachers adapt lessons so pupils can take part and succeed. Pupils with special educational needs and/or disabilities get extra help when they need it. Pupils celebrate each other's successes and try hard in lessons. Many pupils start school with very low skills, but they grow in confidence as they learn. Pupils develop secure basic skills in reading, writing and mathematics. They take pride in their work and enjoy becoming more confident learners. Pupils practise routines that help them remember what they learn and move on to the next step.

Pupils take part in clubs, trips and special experiences that widen their world. They talk positively about these opportunities and feel they belong. Pupils feel supported, included and ready to keep learning.

Next steps

- Leaders should ensure that pupils sustain rapid progress in securing foundational knowledge, so that gaps continue to close and achievement strengthens consistently across the wider curriculum.
 - Leaders should continue to evaluate the impact of attendance and behaviour strategies to sustain recent improvements, particularly by reducing persistent absence further.
 - Leaders should continue to sharpen precision in curriculum adaptation for some pupils with special educational needs and/or disabilities, ensuring that education, health and care plans are consistently well reflected in curriculum design and classroom practice.
-

About this inspection

The chair of the board of governors in this school is Matthew Peatfield.

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 senior leaders, staff, pupils, governors and a representative from the local authority school improvement team during the inspection.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The school has undergone a significant change since the last inspection. A number of new leaders have been appointed since the previous inspection. This includes the headteacher, who moved from his deputy role to the headteacher role this academic year.

Headteacher: Steven Powell

Lead inspector:

Luella Dhoore, His Majesty's Inspector

Team inspectors:

Linda Azemia, Ofsted Inspector

Martin Adamson, Ofsted Inspector

Louise Aird, 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 28 April 2026

School and pupil context

Total pupils

607

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

682

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)

36.41%

Above 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

3.95%

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

18.12%

Above average

What does this mean?

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

National average: 15%

Location deprivation

Above 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 (final)	51%	62%	Below
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	53%	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 (final)	80%	75%	Close to average
2023/24 (final)	81%	74%	Above
2022/23 (final)	66%	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.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	72%	Below
2024/25 (final)	54%	72%	Below
2023/24 (final)	76%	72%	Close to average
2022/23 (final)	62%	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	74%	73%	Close to average
2024/25 (final)	71%	74%	Close to average
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	73%	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 (final)	36%	47%	Close to average
2023/24 (final)	59%	46%	Above
2022/23 (final)	40%	44%	Close to average

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	66%	62%	Close to average
2024/25 (final)	69%	63%	Close to average
2023/24 (final)	78%	62%	Above
2022/23 (final)	50%	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	53%	59%	Close to average
2024/25 (final)	41%	59%	Below
2023/24 (final)	72%	58%	Above
2022/23 (final)	50%	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	62%	60%	Close to average
2024/25 (final)	56%	61%	Close to average
2023/24 (final)	69%	59%	Close to average
2022/23 (final)	63%	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%	-23 pp
2024/25 (final)	36%	69%	-33 pp
2023/24 (final)	59%	67%	-8 pp
2022/23 (final)	40%	66%	-26 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	66%	80%	-13 pp
2024/25 (final)	69%	81%	-12 pp
2023/24 (final)	78%	80%	-2 pp
2022/23 (final)	50%	78%	-28 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	53%	78%	-24 pp
2024/25 (final)	41%	78%	-37 pp
2023/24 (final)	72%	78%	-6 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	50%	77%	-27 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	62%	80%	-17 pp
2024/25 (final)	56%	81%	-24 pp
2023/24 (final)	69%	79%	-11 pp
2022/23 (final)	63%	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 (3 term)	6.8%	5.2%	Above
2023/24 (3 term)	6.6%	5.5%	Above
2022/23 (3 term)	7.2%	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 (3 term)	21.4%	13.0%	Above
2023/24 (3 term)	17.2%	14.6%	Close to average
2022/23 (3 term)	23.3%	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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