

# Inspection of Desford Community Primary School

Kirkby Road, Desford, Leicester, Leicestershire LE9 9JH

---

Inspection dates:	13 and 14 May 2025
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	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Colin Wilson. This school is part of Life Multi 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), Chris Parkinson, and overseen by a board of trustees, chaired by Anil Majithia.

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

The school's ethos to 'be kind to yourself, others and the environment' is lived out by pupils and staff. Pupils appreciate the kindness of their teachers and know they will get help when they need it. Staff enjoy working together as a team. Most parents and carers agree that their children enjoy learning and feel safe here.

The school is determined that all pupils will achieve well. It works well with the trust to identify precisely any areas of the curriculum where pupils do not achieve as highly. School leaders and the trust work together to develop these areas effectively. The school is making sure that the high achievements in many subjects is reflected across the curriculum.

Pupils are polite and kind to each other. Most pupils follow the behaviour principles 'be ready, respectful and safe'. Pupils know that adults will use the 'behaviour pyramid' to support them. Pupils enjoy playing together at social times and know that adults are on hand to help with any friendship problems. The youngest children quickly learn the rules and routines in Reception. They learn to help each other tidy up before walking calmly to the carpet to join in rhymes.

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

The curriculum is sequenced carefully so that learning gradually builds. The foundations begin in Reception Year, when teachers use stories to help children learn about topics such as pollution. This knowledge about the environment develops as older pupils learn about different sources of renewable energy. In some subjects, the most important knowledge that pupils need to learn is defined and revisited clearly. This helps pupils to remember what they have learned. However, this is not the case in a few subjects. Where this is the case, pupils struggle to remember the important knowledge as well as they could.

The school knows well the importance of presenting information clearly to pupils. It is clear in its ambition to develop pupils' vocabulary and helping them to know and remember more. In Reception Year, adults skilfully encourage children to develop their vocabulary through play. Overall, teachers use this precise vocabulary to present information clearly to pupils. In some cases, new information is not presented clearly enough and key vocabulary is not introduced correctly. Consequently, pupils do not explain new concepts or remember the key knowledge effectively enough.

Reading is a strength. The school has introduced a new phonics programme recently. Staff support the youngest children to learn sounds as soon as they start school. Children listen carefully and join in the stories and rhymes adults share. They break words into sounds to help them read. Adults notice when pupils fall behind and give them extra help to catch up quickly. As pupils gain more confidence, they practise using the specific skills they need to become fluent and confident readers. Pupils love getting 'engrossed' in a book. They particularly enjoy story times, when teachers read a wide range of diverse books.

Everyone feels included in this community school. Pupils' individual needs are catered for effectively. Pupils with special educational needs and/or disabilities (SEND) are identified quickly. Staff undertake training with other schools in the trust. This helps them support all pupils to access the curriculum, for example, by using 'targeted feedback'.

Pupils learn how to listen carefully and share their ideas respectfully. Right from the start in Reception Year, children learn to 'nest' as they think hard and then 'pair' as they share their thoughts and ideas. This continues throughout the school. Pupils know how to help each other concentrate and join in. Adults support pupils quickly if they forget the rules. They work with pupils to help them join in learning.

The curriculum and wider opportunities support pupils to develop in many positive ways. For example, the trust wide 'Stephen Lawrence ambassadors' lead assemblies to support anti-racism. Pupils understand the protected characteristics and know well how important it is to treat everyone equally. Texts are carefully chosen to ensure that they introduce pupils to many different cultures and authors. Pupils enjoy the school residential in key stages 1 and 2, which help to develop their independence and resilience. They enjoy learning musical instruments and singing. They have opportunities to perform in concerts.

Governors and trustees know the school well. Governors visit the school regularly to support and check on changes. The trust works hand in hand with the school to empower school leaders. Staff are proud to work here. They know that their views are valued and that school leaders are considerate of 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 a small number of cases, information presented to the pupils lacks clarity. Key vocabulary is not used accurately. When this happens, pupils do not remember the important knowledge as well as they could. The school needs to make sure that all staff have the knowledge and skills they need to present information clearly and use key vocabulary accurately, so that pupils learn the curriculum securely.
- In some less well-developed subjects, the school has not defined clearly enough the end points that it would like pupils to achieve. This means that, in some subjects, pupils do not learn the important knowledge well. The school should ensure that the end points are defined clearly in all subjects, so that pupils learn and achieve well over time.

## 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>	149267
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10379607
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	383
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Anil Majithia
<b>CEO of the trust</b>	Chris Parkinson
<b>Headteacher</b>	Colin Wilson
<b>Website</b>	<a href="http://www.desford.leics.sch.uk">www.desford.leics.sch.uk</a>
<b>Dates of previous inspection</b>	Not previously inspected

## Information about this school

- Desford Community Primary School converted to become an academy in September 2022. When its predecessor school, Desford Community Primary School, was last inspected it was judged to be good for overall effectiveness.
- The school does not use any alternative provision.
- The school operates a breakfast and after-school club on the premises.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- 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.

- This was the first routine inspection the school received since the COVID 19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the CEO, the chair of the trust, The director for primary education and other representatives from the trust.
- Inspectors met with the chair of the governing body and other members of the governing body.
- Inspectors met with the headteacher, the deputy headteacher, the assistant headteachers and senior leaders.
- Inspectors carried out deep dives in early reading, mathematics, geography 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 looked at plans for reading and writing, spoke with leaders and visited a sample of lessons.
- Inspectors met with leaders responsible for pupils' personal development, behaviour and attendance, the early years and leaders responsible for the provision for pupils with SEND and pupil premium.
- Inspectors observed pupils' behaviour in lessons and around school.
- Inspectors considered the responses to Ofsted's online survey, Parent View, and the results of the Ofsted surveys for school staff and pupils. They 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
Caroline Oliver	Ofsted Inspector
Cleo Redmond	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025