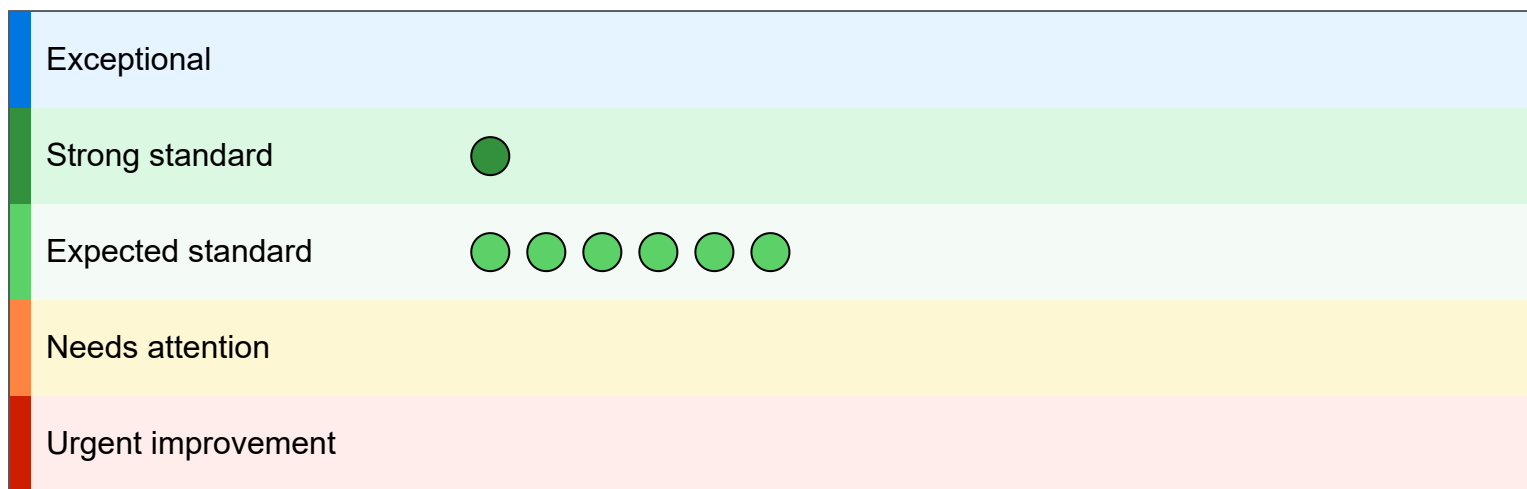


Kirby Muxloe Primary School

Address: Barwell Road, Kirby Muxloe, Leicester, Leicestershire, LE9 2AA

Unique reference number (URN): 140315

Inspection report: 3 March 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.

Strong standard ●

Early years

Strong standard ●

Children get off to an excellent start in Reception. The curriculum is ambitious and builds carefully on what children already know. Staff teach the curriculum consistently well. Reading is a clear priority from the start. Children quickly grow in confidence as they learn to form letters correctly and apply their knowledge of letter sounds. They enjoy an array of interesting books that spark their imaginations. They enjoy reading on their own or with a friend in the book corner.

Staff form warm and supportive relationships with children. They help children develop strong language skills by using ambitious vocabulary in simple and natural ways.

Children explore the well-designed learning environment with confidence. They work together, solve problems and show perseverance. They enjoy practical tasks, such as sorting the right food for herbivore dinosaurs.

Carefully chosen resources help children develop strength and control in their hands. This supports their use of scissors and helps them to hold a pencil correctly. Children enjoy writing. They know they are improving and feel proud as they write simple sentences and captions about favourite characters, settings and stories.

The school works closely with parents and carers. Staff understand children's needs and adapt the curriculum when needed. Children are very well prepared for Year 1.

Expected standard ●

Achievement

Expected standard ●

Pupils, including those who are disadvantaged, typically achieve well over time. The proportion of pupils reaching the expected standard in reading, writing and mathematics at the end of key stage 2 is consistently above national average. Younger pupils secure strong early reading knowledge. As a result, a high proportion of pupils pass the phonics checks in Year 1. Pupils are well prepared for the next stage of their education.

On the whole, pupils learn the essential knowledge they need in subjects across the wider curriculum. They build upon their previous learning in subjects such as science and art. This helps them to make links and connections to their learning and remember new concepts with increasing confidence. Pupils generally produce high-quality work across many subjects. For example, art sketch books demonstrate how pupils develop pencil skills over several lessons to give tone and texture to a final well-considered piece of work.

Attendance and behaviour

Expected standard ●

Most pupils, including those who are disadvantaged, attend school regularly. Pupils attend school well because they feel a strong sense of belonging and enjoy their learning. Pupils

generally arrive punctually, which helps them to settle quickly into lessons. A small number of pupils receive additional support to help them settle into school in the mornings. This works well. Leaders monitor attendance closely and act swiftly when concerns arise. Their recent work with families to improve the attendance of a group of pupils who were missing too many days in school has been effective. Leaders know there is work to do to sustain this.

Leaders have created a calm and orderly environment. Staff apply behaviour policies consistently. Pupils generally show positive attitudes in lessons and take part in their learning with enthusiasm. Pupils trust staff and feel confident to seek help if they are worried. Leaders respond promptly to any incidents of poor behaviour. At social times, pupils play happily together. They enjoy a wide variety of games and readily let others join in. Pupils know that bullying is not tolerated and that staff help them with any concerns quickly. This helps them to feel safe.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of curriculum and teaching across the school. They have ensured that pupils learn a broad and ambitious curriculum. They have carefully planned the knowledge that they want pupils to learn over time. Staff know and use pupils' starting points to make adjustments to what and how they teach. This is effective for pupils with special educational needs and/or disabilities.

Typically, teachers have secure subject knowledge to teach confidently across the curriculum. Overall, teachers use assessment well to check pupils' understanding and address misconceptions. They generally choose appropriate resources, activities and questions that build on pupils' knowledge and prior learning. In most lessons pupils engage well with the learning and listen carefully. However, this is not always the case. Leaders have recently provided further guidance to support teachers to deliver lessons well across all subjects and phases. This is not yet fully embedded.

Leaders prioritise ensuring that pupils gain a secure foundation in reading, writing, speaking and mathematics. Teachers teach reading well. They support pupils effectively to learn the key skills that they need. Pupils who struggle receive the help they need to catch up quickly. Leaders have successfully introduced a new approach to early writing to support pupils to become confident and enthusiastic writers with increased accuracy and fluency.

Inclusion

Expected standard 

This school is inclusive and every pupil feels valued. Leaders have clear knowledge of pupils with special educational needs and/or disabilities (SEND), those who are disadvantaged and those known or previously known to social care. Staff work closely with parents and professionals to identify pupils' needs promptly and accurately. This ensures that pupils' barriers to learning and wellbeing are quickly addressed.

Staff support pupils who are vulnerable. They use a range of strategies. For example, staff check in with pupils at the start of the day to ease the transition from home to learning time. This helps pupils to start the day ready to learn.

Leaders have high expectations and ensure that pupils with additional needs can learn the curriculum in class, alongside their peers. Support is carefully tailored to individual needs. Leaders provide a wide range of training for staff so that they are skilled to support pupils with SEND. Leaders monitor pupils' progress closely and make necessary adjustments such as providing targeted interventions that help pupils to catch up when needed.

Additional funding is used effectively to remove pupils' barriers to learning. Leaders use approaches based on research to inform their use of spending. Disadvantaged pupils and pupils who are known, or previously known, to social care, benefit from sensitive and tailored support.

Leadership and governance

Expected standard 

Leaders, including governors, share an ambitious vision to ensure a high-quality education for all pupils. They communicate this vision effectively with stakeholders. Leaders draw on a wide range of information to help them understand how well the school is working for pupils. As a result, they know the school's many strengths, as well as where it needs to develop even further. This helps leaders to decide on appropriate priorities for improvement.

Trustees carry out their roles effectively and fulfil all statutory responsibilities. They know the school well and visits enable them to better understand what leaders are telling them. This strengthens their ability to support and challenge leaders, for example, testing leaders' work to improve attendance. Trustees ensure that leaders make decisions in the best interests of pupils.

Leaders model high expectations. They provide staff with a high-quality professional learning programme. As a result, staff are well equipped to carry out their roles, this includes teachers who are new to the profession. For example, staff have taken part in research projects to understand the best ways to support pupils to learn. Leaders are reflective and engage with networks, other schools and professionals in their pursuit of continuous improvement.

Leaders act to reduce the workload of staff. Staff appreciate this and leaders' support for their wellbeing. They feel valued and are unanimously proud to work at the school.

Personal development and wellbeing

Expected standard 

Leaders have designed a suitable personal development programme that builds on prior learning and is age appropriate. They build pupils' spiritual, moral, social and cultural understanding through lessons, assemblies and wider experiences. Pupils learn to respect others and understand right from wrong. Assemblies and class discussions teach fundamental British values such as democracy, tolerance and respect. Pupils know these values and can explain them.

Leaders have planned an effective relationships and sex education and health education curriculum. Pupils know how to stay safe, including when online, and understand healthy relationships. For example, pupils enjoyed an interactive educational visit to learn about a range of risks related to railway lines, fire and carrying knives. Pupils understand how to

stay healthy, including what constitutes a healthy diet, although this is not reflected in the snacks that are consumed at breaktimes.

Leadership roles such as being house captains, values leaders and play leaders teach responsibility and teamwork. Pupils enjoy helping younger children and organising activities. Clubs and enrichment activities give pupils opportunities to explore interests in music and sport. All pupils take part in swimming lessons and enthusiastically join in curriculum-enrichment events like enterprise week, where pupils brought their fund-raising ideas to life. These activities help to improve pupils' skills to problem solve and develop their confidence.

Leaders track pupils' participation in the wider offer. Most pupils take part in activities. These opportunities help to develop pupils' talents and interests. Leaders remove barriers to access, for example ensuring that all pupils, including those who are disadvantaged, can take part in residential visits.

Pastoral support meets pupils' needs well. Staff are vigilant in identifying pupils who need extra support. Pupils appreciate the time and care they receive. They know staff listen to them carefully and they receive the help they need.

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

Pupils enjoy coming to school. They arrive with smiles and feel a strong sense of belonging. Staff greet pupils warmly. This sets a calm and positive start to the day. Pupils feel safe because adults know them well and listen to their worries.

Pupils behave well. They follow routines with care and move sensibly around the school. Bullying is rare. When disagreements happen, staff deal with them quickly and fairly. Pupils trust adults to help them. Typically pupils attend regularly because they enjoy school and want to succeed.

Children get off to a flying start in Reception. They settle quickly because staff nurture them. Children develop a love of learning through engaging activities that spark curiosity. They enjoy stories and begin to see themselves as readers. They work together, share ideas and practise simple teamwork skills. They also learn to keep trying when things feel tricky. These early experiences help children grow in confidence and build strong foundations for future learning.

Pupils enjoy their learning. They speak with enthusiasm about lessons, clubs, performances and trips. They show curiosity and pride when they learn new knowledge and skills. Teachers explain ideas clearly and support pupils who need extra help. Pupils with special educational needs learn well alongside their peers because staff remove barriers.

Pupils achieve well. They build secure knowledge across subjects and prepare well for their next steps. They learn about kindness, integrity, respect, resilience, aspiration and reflectiveness. These values help them understand how to take part in life in modern Britain. Pupils show these qualities in their friendships and in their conduct. They take part in wider experiences that inspire them to make a positive difference to their community such as

raising money for charity and singing at a local nursing home. Pupils speak proudly about being part of a school that helps them grow as good people and great learners.

Next steps

- Leaders should ensure that the teaching of the planned curriculum is delivered with consistency, especially in subjects and phases where it is not as well implemented, so that pupils know and remember more over time.
 - Leaders should continue to strengthen their work to improve attendance and punctuality, so that high levels of attendance for pupils are sustained.
-

About this inspection

This school is a single 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, Elliot Howles, and overseen by a board of trustees, chaired by Faye Haldane.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with school leaders and trustees during the inspection. They spoke with pupils in lessons and during unstructured times and with parents at the beginning of the day.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Headteacher: Elliot Howles

Lead inspector:

Tracy Duffy, His Majesty's Inspector

Team inspectors:


Steve Tague, Ofsted Inspector

Priya Saujani, Ofsted Inspector

George Huthart, 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 3 March 2026

School and pupil context

Total pupils

411

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

386

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)

8.52%

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

2.19%

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

14.36%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Well 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	78%	61%	Above
2024/25 (revised)	82%	62%	Above
2023/24 (final)	76%	61%	Above
2022/23 (final)	78%	60%	Above

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	88%	74%	Above
2024/25 (revised)	90%	75%	Above
2023/24 (final)	86%	74%	Above
2022/23 (final)	87%	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	86%	72%	Above
2024/25 (revised)	87%	72%	Above
2023/24 (final)	88%	72%	Above
2022/23 (final)	83%	71%	Above

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	89%	73%	Above
2024/25 (revised)	90%	74%	Above
2023/24 (final)	83%	73%	Above
2022/23 (final)	94%	73%	Above

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	44%	46%	Close to average
2024/25 (revised)	S	47%	S
2023/24 (final)	44%	46%	Close to average
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	63%	62%	Close to average
2024/25 (revised)	S	63%	S
2023/24 (final)	67%	62%	Close to average
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	69%	59%	Above
2024/25 (revised)	S	59%	S
2023/24 (final)	78%	58%	Above
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	63%	60%	Close to average
2024/25 (revised)	S	61%	S
2023/24 (final)	78%	59%	Above
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	44%	68%	-24 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	44%	67%	-23 pp
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	63%	80%	-17 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	67%	80%	-13 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
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	69%	78%	-9 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	78%	78%	0 pp
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	63%	80%	-17 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	78%	79%	-2 pp
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)	4.7%	5.2%	Close to average
2023/24 (3 term)	4.8%	5.5%	Close to average
2022/23 (3 term)	5.0%	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)	10.4%	13.3%	Close to average
2023/24 (3 term)	11.0%	14.6%	Below
2022/23 (3 term)	15.3%	16.2%	Close to average

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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