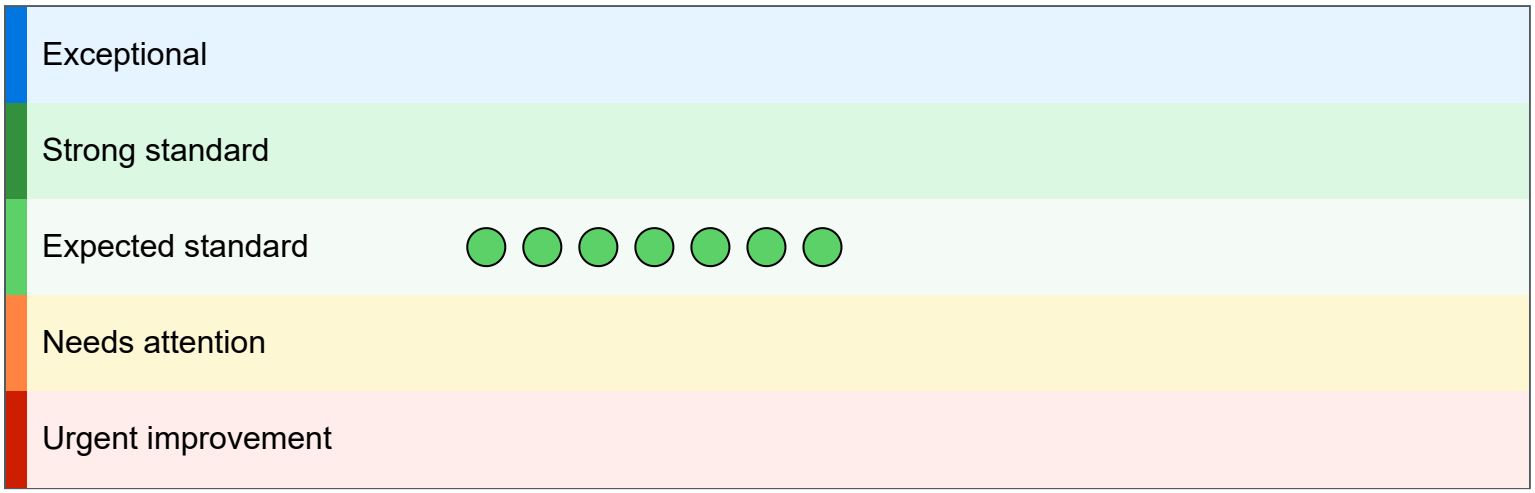
Medway Community Primary School

Address: St Stephens Road, Highfields, Leicester, Leicestershire, LE2 1GH

Unique reference number (URN): 120108

Inspection report: 8 September 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

Typically, children in the early years achieve well. By the end of Reception, they are well prepared for learning in key stage 1. Pupils' work and discussions show that they remember and apply what they have learned. For example, in mathematics, pupils use their knowledge of number to solve problems and explain their thinking.

Pupils, including those who are at an early stage of learning to speak English, improve their language comprehension and reading fluency. As a result, pupils make positive progress through the curriculum from their different starting points. Pupils who join the school with gaps in prior knowledge generally reduce these gaps over time. Generally, pupils with special educational needs and/or disabilities achieve well.

The proportion of pupils, including those who are disadvantaged, who meet the expected standard in reading, writing and mathematics at the end of key stage 2 has improved in recent years and is now close to national averages. Typically, pupils are well prepared for the next stage of their education.

Attendance and behaviour

Expected standard

Although overall attendance is below national figures, it has risen over time, including for disadvantaged pupils and those with special educational needs and/or disabilities. Leaders are forensic in their approach. They have an accurate understanding of pupils' barriers to attending well and implement a range of effective strategies to improve attendance across the school. For example, the 'community, family and welfare team' provide tailored support to help pupils and families, so that pupils attend well. While persistent absence is below national averages, leaders take prompt and effective action to bring about positive change. Many pupils join the school part way through the school year or key stage. The longer that pupils spend at the school, the more regularly they attend. Leaders are ambitious and focused on ensuring that pupils attend regularly, and their work has a positive impact on the attendance of individual pupils and overall.

Pupils behave very well and have positive attitudes to learning. Older pupils are role models to younger children. They set an excellent example. Pupils are calm, polite and purposeful in lessons and around the school. Clear routines, high expectations and positive relationships help pupils feel safe. For example, children in the early years are taught how to line up together and wait patiently for their meals at lunchtime. Leaders record and follow up any reports of poor behaviour, including bullying. They work with pupils and families closely to address any concerns that arise. Staff ensure that pupils, including those who need additional help to understand and manage their behaviour, receive appropriate support and behave well.

Curriculum and teaching

Expected standard

The school provides a broad, well-designed curriculum that supports pupils' learning across the different subjects they study. Leaders prioritise reading and spoken language. Pupils

read rich texts and learn about challenging ideas that broaden their horizons. For example, they explore Victorian Britain through Charles Dickens's 'Great Expectations'. This helps many pupils explore ideas and viewpoints that are different to their own. Teachers typically support pupils to understand and remember important knowledge. However, there are a small number of instances in which the curriculum does not set out as clearly as it could the knowledge and vocabulary that pupils need to learn. This makes it difficult, particularly for pupils who are new to speaking English, to develop the sophistication of their understanding as well as they might.

Staff teach phonics well. Pupils use their phonics knowledge with growing confidence when they read. As pupils move through the school, they continue to develop their knowledge in reading, writing and mathematics. However, at times, teaching does not focus precisely on addressing gaps in pupils' knowledge, including in relation to writing. When this is the case, pupils do not build on their prior learning as successfully as they could.

Leaders carefully review the curriculum, teachers' practice and the impact of this work. They know what staff do well and where they need support. Leaders ensure that the right support is provided for staff when necessary, for example by enabling teachers to work together so that they can share best practice.

Early years

Expected standard

Children receive a positive, calm and caring start to their education. They behave well, make healthy choices and become increasingly independent. Children develop appropriate knowledge and skills and are well prepared for Year 1.

Leaders ensure that children get off to a great start, including by working with families and previous settings long before children start school. For example, they visit children and their families at home and welcome them into school so that they can become familiar with routines. Staff know children well. This helps them to adapt transition arrangements when children need extra support. As a result, children settle quickly, build trusting relationships and feel safe.

Teachers' knowledge of the children and their community helps them to use shared interests across different areas of the curriculum in the Nursery and Reception classes. Staff interact positively with children and help them learn new words through conversations, stories, rhymes and songs. Children have regular opportunities to develop early literacy skills. For example, in the Nursery, children make marks around pictures they draw to represent their own names. This develops further in Reception as children learn how to form letters correctly and practise these accurately through both adult-led activities and play.

Inclusion

Expected standard

Leaders have created a school where all pupils are valued and included. Staff identify pupils' needs promptly, including before children start school and when pupils join part way through the academic year. Teachers, pastoral staff, families and other professionals work together to plan support that helps pupils learn, attend regularly and feel secure. Teachers ensure that pupils' individual support plans focus precisely on their needs, and they use this understanding to design personalised classroom strategies. Generally, the adaptations that

teachers make to their lessons work well, and pupils make progress from their starting points.

Pupils with more complex needs receive tailored support in the 'Carroll' and 'Spielberg' provisions. Staff help these pupils to communicate, manage their emotions and develop independence. All pupils are included in the wider life of the school so that they can develop their social skills as well as a sense of belonging. Leaders use additional funding for disadvantaged pupils to support this. For example, there were no barriers to any pupils participating in a recent visit to the zoo. For the many pupils who are in the early stages of learning English, bespoke support given by the school helps them to succeed.

Leaders prioritise smooth transitions for all pupils, whether they are joining the school or moving on to a new setting. This helps pupils to quickly become part of the school community. For example, staff use personalised transition plans, additional visits to previous schools, and close collaboration with families of pupils who need additional support.

Leadership and governance

Expected standard

Leaders' positive work within their community is impressive. Parents who shared their views with inspectors were pleased with the efforts leaders make to include them in the life of the school.

Leaders, including governors, know the school's strengths, areas for improvement and the barriers that pupils and families face. They act with integrity and make decisions that put Medway's pupils first, for example, by adapting communication and attendance support. Governors are aware of their responsibilities and fulfil them effectively. For instance, they provide appropriate support and challenge to leaders. Governors work well with wider partners, including the local authority and local triad partnership, to support leaders in their work to bring about improvement.

Leaders provide supportive and effective professional learning opportunities for staff. For example, leaders work alongside staff while they teach and offer guidance and advice. Leaders consider staff workload and wellbeing when introducing change. Staff, including those new to the profession, say that they feel valued and are able to speak openly with leaders when they need to. Leaders evaluate the effectiveness of their work, including by considering feedback from staff, pupils and families. Leaders' analysis of the impact of some aspects of their work is not consistently precise enough to help them identify exactly which strategies make the biggest difference for pupils. As a result, there are occasions when strategies are not identified for further improvement as promptly as they could be.

Personal development and wellbeing

Expected standard

Leaders provide a suitable personal development programme. The personal, social and health education curriculum sets out what pupils will learn so they develop their understanding of themselves and the wider world in an age-appropriate manner. For example, in Year 1, pupils celebrate what makes them unique, and Year 3 pupils learn about information that should not be shared online. Pupils in all year groups learn how to keep themselves safe, including through their learning about healthy relationships.

Leaders ensure that pupils are well prepared for life in modern Britain. Typically, pupils develop an appropriate understanding of democracy, the rule of law, individual liberty and respect for others. Pupils are provided with opportunities to discuss and reflect, including about such themes as identity, culture, different languages, beliefs and the experiences of people from different backgrounds. They develop an appreciation of the cultures to which they belong as well as those that are less familiar.

The school's support for pupils' wellbeing is particularly positive. Pupils form strong, trusting relationships with staff. They feel secure and confidently seek help when they need it, knowing that their voices will be heard and they will be treated with respect. Leaders provide individual support and work closely with families so that pupils who face barriers can take part fully in school life. They have ensured that disadvantaged pupils can, and do, access the same opportunities as their peers.

Leaders ensure that pupils develop their talents and resilience by participating in clubs, trips, performances, sports and leadership opportunities. They check which pupils take part and change the offer when they identify barriers. These changes help more pupils participate. Pupils gain an understanding of active citizenship through the school council and community activities. These experiences help pupils develop their confidence and sense of responsibility.

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

Pupils are welcomed with open arms to this happy and diverse school. Adults greet pupils warmly and know them well. Pupils are proud of their school. They value the unique environment in which they learn. Leaders have designed this environment to broaden pupils' horizons and to encourage them to be critical thinkers. Pupils recognise this and talk positively about the inspiring artwork throughout the school, which showcases famous authors, iconic places, world cultures and imaginative themes.

Pupils enjoy learning. They are calm, polite and considerate role models, both in lessons and around the school. Children in the early years receive a positive and welcoming transition into school life. Clear routines and positive relationships help them settle quickly and engage with their learning. They become increasingly confident, independent and ready for Year 1. Older pupils take particular pride in sharing their achievements and talking openly with visitors about what they have learned. Pupils are well prepared for their next stages.

Pupils feel safe and can name trusted members of staff who they can talk to. Pupils know that staff will take any reports of bullying or unkind behaviour seriously. They know that staff, including from the pastoral team, will help them when they need it, for example, when resolving any falling-out between friends.

Pupils develop their social and communication skills as they take part in clubs, sport, music, visits and the school council. Parents value the support that they receive, such as the school's efforts to involve and communicate with them, including in multiple languages.

Pupils' attendance remains below the national average, but it has improved over time. The school works closely with families to promote the importance of attendance. Leaders identify

barriers and act swiftly and effectively to remove them. They foster routines that build good habits and enable regular attendance, including helping older pupils to walk safely to school in groups. This also helps pupils in the longer term by building their independence and readiness for secondary school.

Next steps

- Leaders should continue to prioritise strategies to improve attendance, particularly for pupils new to the school, so that their attendance improves as rapidly as possible.
- Leaders and governors should analyse more closely the school's work by using information with greater precision to identify priorities sharply, set clear milestones and evaluate the impact of improvement work over time.
- Leaders should make the essential knowledge and vocabulary that they have identified pupils need to learn explicit in every aspect of the curriculum, so that these are taught consistently well and pupils build securely on prior learning.

About this inspection

The chair of the board of governors in this school is Michael Berriman.

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 headteacher, staff, governors and a representative of the local authority. They also spoke with pupils, parents and carers.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

Headteacher: Steven Williams

Lead inspector:
Haydn Mitton, His Majesty's Inspector

Team inspectors:
Andrew Monaghan, Ofsted Inspector
Lisa Atkins, Ofsted Inspector
Helen Loader, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 8 September 2026

School and pupil context

Total pupils

466
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: 268

School capacity

560
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)

34.60%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

2.58%
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: 4.1%

Pupils with special educational needs (SEN) support

11.37%
Below average

What does this mean?

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

National average: 15%

Location deprivation

Well 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)	64%	62%	Close to average
2023/24 (final)	57%	61%	Close to average
2022/23 (final)	50%	60%	Below

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	68%	74%	Below
2024/25 (final)	80%	75%	Close to average
2023/24 (final)	65%	74%	Below
2022/23 (final)	61%	73%	Below

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	70%	72%	Close to average
2024/25 (final)	67%	72%	Close to average
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	71%	71%	Close to average

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)	75%	74%	Close to average
2023/24 (final)	78%	73%	Close to average
2022/23 (final)	71%	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	51%	46%	Close to average
2024/25 (final)	57%	47%	Close to average
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	47%	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	63%	62%	Close to average
2024/25 (final)	83%	63%	Above
2023/24 (final)	56%	62%	Close to average
2022/23 (final)	53%	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	64%	59%	Close to average
2024/25 (final)	65%	59%	Close to average
2023/24 (final)	67%	58%	Close to average
2022/23 (final)	63%	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	67%	60%	Close to average
2024/25 (final)	74%	61%	Above
2023/24 (final)	72%	59%	Above
2022/23 (final)	59%	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	51%	68%	-17 pp
2024/25 (final)	57%	69%	-13 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	47%	66%	-19 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	63%	80%	-17 pp
2024/25 (final)	83%	81%	2 pp
2023/24 (final)	56%	80%	-24 pp
2022/23 (final)	53%	78%	-25 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	64%	78%	-13 pp
2024/25 (final)	65%	78%	-13 pp
2023/24 (final)	67%	78%	-11 pp
2022/23 (final)	63%	77%	-15 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	67%	80%	-13 pp
2024/25 (final)	74%	81%	-7 pp
2023/24 (final)	72%	79%	-7 pp
2022/23 (final)	59%	79%	-20 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)	8.2%	5.2%	Above
2023/24 (3 term)	8.9%	5.5%	Above
2022/23 (3 term)	10.9%	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)	30.8%	13.0%	Above
2023/24 (3 term)	31.6%	14.6%	Above
2022/23 (3 term)	41.3%	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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