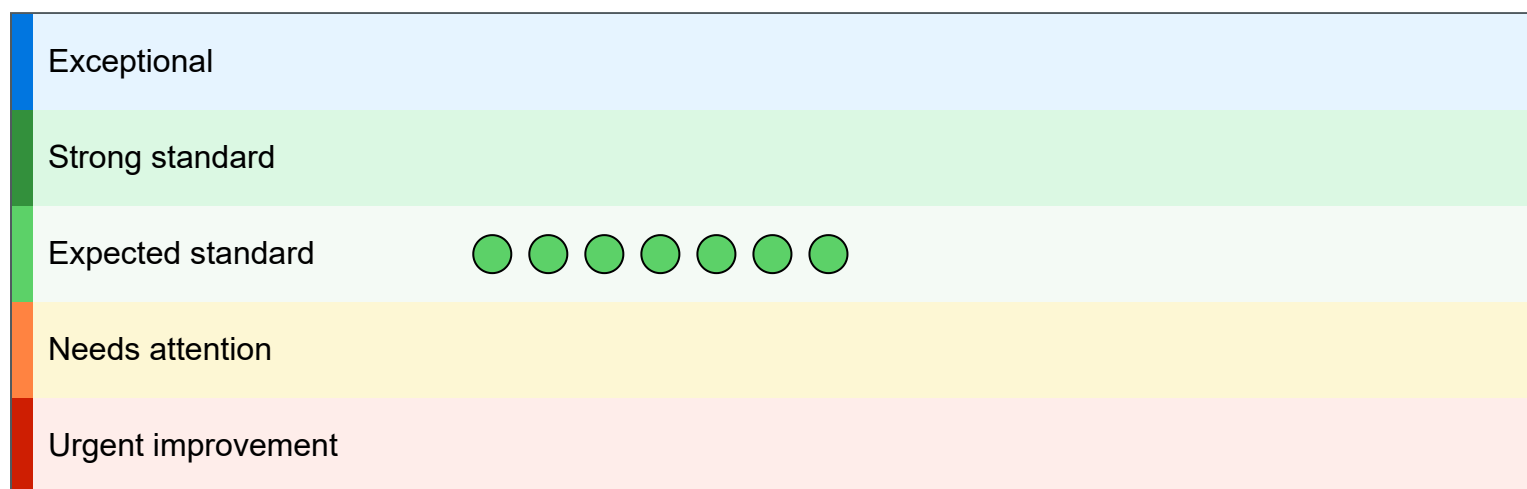


Launde Primary School

Address: New Street, Oadby, Launde Primary School, Leicestershire, Leicestershire, LE2 4LJ

Unique reference number (URN): 139751

Inspection report: 21 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 

The school prepares pupils well for their future education. Starting from the early years, pupils build a secure understanding of the important foundations of learning. Teachers quickly address any gaps that arise in pupils' phonic, writing or number knowledge. As a result, pupils' attainment in reading, writing and mathematics by the end of key stage 2 is above the national averages, including typically for disadvantaged pupils. Many pupils reach the higher standards in these subjects, again above national averages. Pupils with special educational needs and/or disabilities make suitable but more variable progress overall.

Pupils build knowledge well across the curriculum. They recall key facts and knowledge from their previous learning and enjoy using precise vocabulary to explain what they have learned. Sometimes, however, pupils do not learn in as much depth as they could. The work they produce beyond English and mathematics is sometimes limited in detail and lacks the expected quality of writing and presentation.

Attendance and behaviour

Expected standard 

Leaders have increased their ambition for pupils' attendance. They have strengthened their strategies for promoting and maintaining regular and punctual attendance. They communicate the importance clearly. Leaders track absence diligently and support pupils and families quickly when there is a concern. As a result, absence rates particularly for disadvantaged pupils and pupils with special educational needs and/or disabilities have improved recently. Current rates of attendance are above average. Leaders recognise the importance of embedding their strategies to sustain these improvements.

Pupils conduct themselves very well across the school. The school has a calm and orderly environment, which leaders create through clear approaches and supportive routines. Pupils clearly understand how to show the high expectations of their behaviour. They demonstrate positive attitudes with an eagerness to learn and increasing resilience. Staff understand and apply the school's behaviour policy consistently. They emphasise pupils' positive behaviour. Pupils eagerly collect reward points to exchange for prizes. They sometimes work together to earn treats for their whole class. Pupils show one another acceptance and respect, as well as kindness. Incidents of poor behaviour, including bullying or discrimination, are rare. In these instances, leaders respond swiftly and with tenacity, ensuring pupils feel safe and valued.

Curriculum and teaching

Expected standard 

Leaders have focused sharply on securing the improvements required since the last inspection. They have made clear what pupils must learn throughout the curriculum. Leaders provide staff with the right training to develop their expertise. As a result, staff deliver the curriculum well, particularly in the key foundations of reading, writing and mathematics. Leaders have ensured that phonics teaching is effective and that pupils receive the right support to catch up if they fall behind.

Throughout the curriculum, leaders have embedded a clear lesson structure based on effective strategies for learning. Staff have secure subject knowledge and follow this structure consistently. They adapt their teaching suitably to meet the needs of pupils with special educational needs and/or disabilities. Largely, staff check pupils' learning effectively, addressing misconceptions quickly as they arise. Leaders have an astute understanding of where curriculum delivery is strongest and are providing staff with bespoke support to achieve greater consistency.

Leaders have generally designed the wider curriculum well to build pupils' knowledge over time. However, they recognise that, in some places, it limits the depth of understanding that pupils can achieve. Leaders are continuing to refine the curriculum and its delivery to ensure that staff maximise pupils' learning across all subjects.

Early years

Expected standard 

Leaders have ensured that children make a successful start to their education. Staff form warm and caring relationships with children and get to know them well. Children settle quickly, demonstrating an eagerness for learning.

The early years curriculum is ambitious and progressive, with the development of the key foundations for learning at the forefront. Staff teach early reading and writing effectively through expert phonics delivery. High-quality interactions help children to develop their communication and vocabulary well. This gives children confidence when preparing to write sentences. Staff ensure that children hold their pencils correctly to develop accurate letter formation. Staff use careful adaptations to support children with special educational needs and/or disabilities or other barriers to their learning. Children enjoy sessions learning about numbers and using equipment to add these proficiently.

Children make positive progress throughout the curriculum. Leaders ensure that they have plentiful opportunities to learn through play, developing their social skills and cooperation. The indoor and outdoor environment are well organised with zones that support all areas of children's development. Typically, staff engage children effectively in a range of activities. Leaders are strengthening teaching across the early years provision. They are ensuring that staff maximise children's learning through consistently high-quality interactions.

Inclusion

Expected standard 

Leaders have established an inclusive culture that is ambitious for all pupils. Clear systems are in place to identify pupils' needs at an early stage, including the increasing number of pupils who speak English as an additional language. Leaders work with external agencies to accurately assess the needs of pupils with special educational needs and/or disabilities (SEND).

Leaders have developed a clear and well-understood approach to supporting pupils who experience barriers to learning or wellbeing. Staff receive effective training and guidance to develop their knowledge and expertise in supporting the diverse range of pupils' needs. They adapt their teaching so that all pupils can learn successfully. A targeted range of tools and resources support pupils' learning. Visual translations, for example, support their understanding of key vocabulary. Leaders have also created welcoming, calm spaces that

support pupils with sensory needs. Leaders consider the use of additional funding for pupils from disadvantaged backgrounds carefully. Typically, this has a positive impact on the achievement and personal development of disadvantaged pupils.

Leaders monitor pupils' progress and the impact of support routinely. However, their evaluation of the impact of support for pupils with SEND sometimes lacks rigour. This limits leaders' ability to fine-tune support so that it maximises pupils' progress.

Leadership and governance

Expected standard 

Leaders have maintained a rapid journey of improvement since the last inspection. Their work gained impetus through the extensive support provided by the new trust. The trust has strengthened the way that those responsible for governance support and challenge the school. This ensures that they carry out their statutory duties effectively. Leaders and the trust act consistently with pupils' best interests at the centre of all decisions.

There are many strengths across all aspects of the school's work now. Leaders and the trust have an astute understanding of the school and where it can improve further. There is a clear drive towards a strategic goal of reaching the highest standards in every area.

Staff share the leaders' ambitions and are proud of their part in the school's improvement. A comprehensive programme of professional learning develops their expertise. Staff value increased development opportunities through the extensive programme provided by the trust. Middle leaders have flourished. They provide expert coaching to staff to ensure greater consistency and maximum impact on pupils' learning. While the school has experienced significant change, leaders continually consider the wellbeing and workload of staff.

Leaders greatly value the fact that parents and carers are incredibly ambitious and support their children's education and achievement. Most parents understand and speak highly of the education and care the school provides. Leaders are strengthening their communication and engagement with parents, offering greater insight into the school's work and harnessing parental aspirations to support the school's ambitious goals.

Personal development and wellbeing

Expected standard 

Leaders place great importance on pupils' personal development and wellbeing. They ensure that pupils learn important knowledge about life in modern Britain. Leaders consulted sensitively with parents and carers, as well as with community leaders to develop a suitable and progressive personal, social and health education curriculum. They ensure that the programme provides pupils with an age-appropriate understanding of healthy relationships. Pupils learn how to keep themselves safe, including online safety. They understand the importance of consent when sharing personal information.

Pupils learn the importance of fundamental British values and equalities, which underpin everyday life in the school. The school actively celebrates the diversity of its community and pupils' varied religious and cultural backgrounds. Pupils show tolerance and respect consistently in their behaviour and interactions.

Pupils learn well about physical and mental health. This is supported by effective pastoral intervention. Pupils learn to recognise and manage their feelings. They value the discreet daily 'check-in' system where staff follow up quickly when pupils indicate they have a worry. Pupils know how to access support when needed.

Leaders enrich the personal development programme with a wide range of well-chosen activities. In addition to regular visitors and workshops brought into school, pupils take part in trips both locally and further afield. These experiences enhance pupils' understanding of the curriculum and help them to develop a broader awareness of the world beyond the school. Over time, pupils visit a range of religious buildings, deepening their understanding of different faiths. Older pupils build confidence and resilience through adventurous residential visits. Leaders take deliberate steps to ensure that vulnerable pupils benefit equally from these opportunities. Many pupils attend the extra-curricular clubs on offer. Through activities such as sport, singing, and drama, pupils develop their talents. Leaders monitor pupils' participation in clubs and adapt timings or actively encourage attendance to widen access.

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

Pupils at Launde Primary School are justifiably proud of their vibrant school. They attend school increasingly well because they are eager to learn. Pupils work hard and are curious. They soak up new knowledge. Starting in the early years, children develop a secure foundation for their future learning. They progress well with the broad and engaging curriculum as they continue through the school, resulting in highly positive achievement. The oldest pupils, in particular, achieve well in national tests, preparing them very well for the move to secondary school.

Even though Launde is a big school, pupils feel known and develop a clear sense of belonging. Staff build positive relationships with pupils from the moment they join the school and care for them well. The school provides a supportive environment where staff help pupils to overcome any barriers to their learning or wellbeing.

Pupils live up to high expectations for their behaviour. They are well mannered with kind hearts. Playtimes are harmonious, helped by all the exciting activities and games. Pupils play happily and cooperatively in the sand pit or with the equipment on the field. They treat each other with respect and have no worries about feeling safe. Disrespectful behaviour or bullying happens rarely, and pupils have confidence that staff deal with it swiftly and effectively.

The school ensures that pupils thrive personally as well as academically. A wealth of activities, such as visits, visitors, residential trips and clubs, enrich pupils' experience of the curriculum and foster their personal development. Pupils develop interests, talents, confidence and resilience. Through leadership roles such as school councillors, librarians, playleaders, road safety officers and community envoys, they learn to be active citizens, making a positive difference in their community.

Next steps

- Leaders should further refine the curriculum design and delivery, maximising opportunities for pupils to develop consistently detailed knowledge and produce high-quality work.
 - Leaders should analyse and evaluate the impact of support for pupils with special educational needs and/or disabilities more rigorously to fine-tune provision, enabling these pupils to achieve as consistently well as possible.
 - Leaders should embed their new strategies for promoting pupils' high attendance, building on recent improvements in attendance for all groups of pupils.
-

About this inspection

This school is part of Flying High 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 Wheatley, and overseen by a board of trustees, chaired by Neil Robinson.

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.

Inspectors spoke with the headteacher and trust leaders. They also spoke with leaders about their oversight of the school's work in a particular aspect, such as inclusion. The lead inspector met with the CEO who is also a member of the board of trustees.

The inspectors confirmed the following information about the school:
The headteacher took up her post in May 2024.

The school officially joined the Flying High Trust in February 2026. The trust began working with the school and supporting leaders formally from September 2025.

The school currently uses no alternative provision.

Headteacher: Shelley Meer

Lead inspector:

Claire Stylianides, His Majesty's Inspector

Team inspectors:

Caroline Oliver, Ofsted Inspector

Wendy Gordon, Ofsted Inspector

Tim Leah, 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 21 April 2026

School and pupil context

Total pupils

614

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

630

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)

12.54%

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

1.95%

Below 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

7.00%

Well below average

What does this mean?

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

National average: 15%

Location deprivation

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	85%	61%	Above
2024/25 (revised)	87%	62%	Above
2023/24 (final)	87%	61%	Above
2022/23 (final)	83%	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	90%	74%	Above
2024/25 (revised)	91%	75%	Above
2023/24 (final)	91%	74%	Above
2022/23 (final)	89%	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	93%	72%	Above
2024/25 (revised)	92%	72%	Above
2023/24 (final)	93%	72%	Above
2022/23 (final)	92%	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	91%	73%	Above
2024/25 (revised)	92%	74%	Above
2023/24 (final)	91%	73%	Above
2022/23 (final)	90%	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	65%	46%	Above
2024/25 (revised)	44%	47%	Close to average
2023/24 (final)	88%	46%	Above
2022/23 (final)	67%	44%	Above

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	73%	62%	Above
2024/25 (revised)	56%	63%	Close to average
2023/24 (final)	88%	62%	Above
2022/23 (final)	78%	60%	Above

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	77%	59%	Above
2024/25 (revised)	56%	59%	Close to average
2023/24 (final)	88%	58%	Above
2022/23 (final)	89%	58%	Above

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	77%	60%	Above
2024/25 (revised)	67%	61%	Close to average
2023/24 (final)	88%	59%	Above
2022/23 (final)	78%	59%	Above

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	65%	68%	-2 pp
2024/25 (revised)	44%	69%	-25 pp
2023/24 (final)	88%	67%	20 pp
2022/23 (final)	67%	66%	0 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	73%	80%	-7 pp
2024/25 (revised)	56%	81%	-25 pp
2023/24 (final)	88%	80%	8 pp
2022/23 (final)	78%	78%	-1 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	77%	78%	-1 pp
2024/25 (revised)	56%	78%	-23 pp
2023/24 (final)	88%	78%	10 pp
2022/23 (final)	89%	77%	12 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	77%	80%	-3 pp
2024/25 (revised)	67%	81%	-14 pp
2023/24 (final)	88%	79%	8 pp
2022/23 (final)	78%	79%	-1 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 (2 term)	5.6%	5.2%	Close to average
2023/24 (3 term)	5.1%	5.5%	Close to average
2022/23 (3 term)	5.2%	5.9%	Close to average

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)	13.6%	13.3%	Close to average
2023/24 (3 term)	11.5%	14.6%	Close to average
2022/23 (3 term)	11.5%	16.2%	Below

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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