



Outwoods Edge Primary School

Address: 21 Redwood Road, Loughborough, Leicestershire, LE11 2LD

Unique reference number (URN): 139038

Inspection report: 27 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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

Attendance and behaviour

Expected standard 

Leaders have put robust systems in place to monitor and improve attendance. They track attendance closely and act quickly when concerns emerge. Attendance data shows a positive trend. Leaders actively remove barriers through a range of interventions, including family engagement and targeted support. Their collaboration with external professionals ensures that pupils with complex needs receive the help they need. As a result, attendance of pupils with special educational needs and/or disabilities and disadvantaged pupils is steadily improving, but rightly remains a priority for leaders.

Pupils behave well. They show positive attitudes to learning. Pupils are polite and courteous towards one another. They hold doors open and stand aside to let others pass by in corridors. Pupils are motivated by the rewards on offer, including earning stickers and 'pupil of the week' awards with recognition in celebration assemblies. Leaders have created a positive culture. There are clear expectations for behaviour which staff apply consistently. The school has worked carefully to support pupils who occasionally struggle to manage their behaviour. Personalised plans enable staff to support each pupil so they are emotionally ready to learn. Pupils are respectful of one another, value individuals for who they are and demonstrate mutual respect. Pupils report that bullying and incidents of discrimination are not an issue.

Early years

Expected standard 

Children in the early years get off to a flying start. The school works in partnership with parents and carers to ensure that children's development needs are fully understood. Staff create a calm, structured environment where routines are clear and expectations are consistent. This helps children to settle quickly and to develop confidence. They feel safe.

The curriculum in the early years sets out the knowledge children need to learn. Staff place a clear emphasis on developing children's spoken language. They model precise vocabulary and high-quality communication through well-planned activities and group work. Leaders prioritise early reading, ensuring that children begin learning to read as soon as they join the school. Children show enthusiasm for books and enjoy sharing stories with staff. Daily teaching of key words, phonics and early number ensures that children steadily build key knowledge. Staff check children's understanding carefully and adapt their approach to ensure that every child can join in and learn. Children learn and play happily together. They develop the knowledge and skills they need to be ready for Year 1.

Leaders identify children's special educational needs and/or disabilities promptly at the start of the Reception Year. They secure external support where necessary so that staff can meet children's needs. Children progress well from their varied starting points and achieve outcomes broadly in line with national averages.

Inclusion

Expected standard ●

Leaders consider every pupil as a unique individual. They act with determination to meet each pupil's needs and quickly identify any barriers to learning. This work starts in the early years or as soon as pupils join the school. When necessary, leaders bring in external agencies to support their decisions about pupils' next steps. Disadvantaged pupils, pupils with special educational needs and/or disabilities, those eligible for pupil premium funding and pupils who speak English as an additional language all receive effective support. Leaders use additional funding carefully. They set clear, appropriate targets that help pupils progress through the curriculum, manage daily school life and benefit from the wider opportunities on offer. They continually refine their approach so that every pupil can thrive. The appropriate use of alternative provision and nurture spaces in the school provide pupils with tailored support for their academic, social and emotional needs.

Staff take part in training that strengthens their ability to meet pupils' needs and provide the right support. Leaders share their expertise with staff, enabling them to make well-informed decisions about the best actions for each pupil. This approach has a positive impact.

Leadership and governance

Expected standard ●

Leaders have acted swiftly to improve key areas of the school, including redesigning the curriculum to ensure that it is sequenced well. Leaders understand the school's strengths and areas for development. They have identified the right priorities for improvement. This is reflected in the increased number of pupils achieving above national averages in reading by the end of Year 6 and improved achievement in mathematics. Leaders are determined to improve pupils' writing outcomes. Initiatives to address this area are strategic and appropriate.

Leaders always act in the best interests of pupils. They work hard to ensure that pupils who may face barriers to their learning or wellbeing receive appropriate support. As a result, these pupils progress well, feel a sense of belonging and thrive. Leaders are positive role models for all staff. They bring high levels of professionalism to their role. Staff are supportive of the work of the school. They are positive about the school's leadership. Most agree that leaders consider their wellbeing and take their workload into account. Staff benefit from well-chosen professional learning opportunities that support the school's key priorities for improvement.

Leaders and governors know the context of the school well. Governors assure themselves that leaders' understanding of the school is accurate. They provide both challenge and support through constructive discussions and activities. Governors fulfil their statutory duties with commitment. Leaders and governors show absolute determination to continue to improve the school.

Personal development and wellbeing

Expected standard ●

The school delivers an appropriate personal, social and health education (PSHE) curriculum from the early years onwards. This includes a well-structured relationships curriculum that teaches pupils important knowledge, such as how to form and maintain secure friendships.

Through PSHE, pupils gain an essential understanding about staying safe online, managing their physical health and recognising and celebrating their achievements. They also learn about equality, diversity and important values, including fundamental British values. Pupils apply this learning by demonstrating tolerance and respect in their behaviour. As a result, they are well prepared for life in modern Britain.

Leaders' inclusive approach is reflected in their commitment to pupils' wider development. Pupils benefit from a wide range of opportunities beyond the classroom. They learn important life skills such as swimming and personal safety. The school provides effective additional pastoral support for disadvantaged pupils. Specialist staff provide additional help to support the emotional wellbeing of more vulnerable pupils. For example, some pupils who face additional barriers to their learning benefit from tailored sensory support. Leaders regularly reflect on how well this practice supports these pupils. This helps them to adapt the offer appropriately for individual pupils to ensure that they bloom.

Pupils have opportunities to develop their talents and interests. They are rightly proud of their sporting achievements and enjoy learning new skills such as playing musical instruments. Pupils learn about democracy by holding elections and voting for school councillors. Planned events, such as visits from the police, enhance and bring the planned PSHE programme to life. There are opportunities for pupils to lead change at the school through their varied roles of responsibility. Pupils with special educational needs and/or disabilities and disadvantaged pupils enjoy the same opportunities and are fully included in the life of the school. Pupils are inspired by the wide range of possible careers that leaders introduce to them. Pupils are beginning to learn what they need to do to achieve their ambitions.

Needs attention ●

Achievement

Needs attention ●

Pupils' attainment in reading, writing and mathematics over time has not been as high as it should be. Although there was clear improvement in pupils' attainment in national tests in 2025, notably in reading, the overall results over the last three years remain below the national average. Disadvantaged pupils continue to have some gaps in their foundational knowledge and skills that are not closing as quickly as they should. Leaders are addressing this at speed. For example, the school's reading curriculum is now embedded. Work to improve pupils' writing outcomes is underway but it is too soon to see the impact of this work. As a result, some pupils are not as well prepared for the next steps in education as they could be.

Leaders' focus on strengthening the early years has been successful. Children progress well through the areas of learning and thrive. Pupils across the school benefit from the increased emphasis on core knowledge and skills, which helps them access the curriculum with confidence.

The quality of teaching varies across the school. When teaching is effective, staff demonstrate secure subject knowledge. They make use of appropriate questioning and model concepts clearly to pupils. Despite staff training to improve teachers' subject knowledge, this is not consistent across all subjects and classes. On occasion, staff do not address pupils' misconceptions and therefore mistakes in pupils' work go unaddressed. In reading, writing and mathematics, staff check pupils' learning and adapt their teaching to address any gaps in pupils' knowledge. However, in other subjects, this is less well embedded. Leaders' high expectations of quality teaching are not always seen in the work pupils produce. Leaders have begun to take action to improve teaching, for example in relation to writing. This development is at an early stage.

The curriculum has been thoughtfully sequenced and is broad and balanced. It is designed to enable pupils to develop secure knowledge and skills that build on what they already know. Pupils receive targeted support to enable them to catch up quickly, for example in phonics. From the early years onwards, there is a clear focus on developing pupils' language and vocabulary, which enables them to access curriculum content with confidence. Staff make suitable adaptations so that all pupils can take part in learning.

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

The school is a friendly and welcoming place to learn. Pupils model the school's values showing respect, kindness and integrity. They are proud to be a part of the school and attend well. Pupils understand the school's rules and maintain high standards of behaviour. They say that staff respond quickly to any worries they may have. This helps pupils to feel valued and supported. There are warm relationships between pupils and staff. Pupils feel safe because staff are kind and caring. They understand what bullying is and say it does not happen at Outwoods Edge School. Right from the early years, staff take great care to ensure that children are ready to learn. If pupils find it hard to settle as they arrive, staff provide extra support and attention.

The school's well-established pastoral support is particularly effective in supporting pupils' wellbeing and their social and emotional needs. Pupils who attend 'The Forest' receive bespoke support to help them develop. Pupils contribute to school life in their roles as house captains and school councillors. This develops their sense of responsibility. Experiences beyond the classroom enhance pupils' learning. Visits to life skills centres and camping on the school field are particular favourites. These opportunities support pupils to build their confidence and prepare them for life in modern Britain.

Leaders are ambitious for every pupil. They encourage pupils to achieve their potential, regardless of their circumstances or barriers to learning. Pupils enjoy their learning and try hard in lessons. Nevertheless, pupils do not receive consistently high-quality teaching to learn as well as they could. Their achievement in reading, writing and mathematics has been inconsistent over time. Recently, achievement has improved as a result of leaders' work to raise standards and reduce pupils' barriers to learning. This work has been particularly successful in improving pupils' reading. However, some pupils, including

disadvantaged pupils, still do not achieve as well as they should in writing. This means some pupils are not as well prepared for their next steps as they could be.

Next steps

- Leaders should ensure that the curriculum is taught consistently well in all subjects and year groups, so that pupils secure the knowledge and skills they need for their next steps.
 - Leaders should continue their work to improve pupils' achievement, particularly in writing, and build on the improvements already made.
 - Leaders should ensure that assessment is used effectively to check what pupils know and remember in the wider curriculum subjects.
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About this inspection

Outwoods Edge Primary School is the only school in a single academy trust. The school is overseen by a board of trustees, chaired by Kulraj Bhangra.

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 and other school leaders during the inspection. Inspectors spoke with representatives from the local governing body.

The inspectors confirmed the following information about the school:

The school makes use of one unregistered alternative provision.

The school has undergone significant changes since the last inspection. There is a new headteacher and senior leadership team. There is a new chair of governors and vice chair of governors.

Headteacher: Matthew Peet

Lead inspector:

Kirsty Norbury, His Majesty's Inspector

Team inspectors:

Steve Tague, Ofsted Inspector

Tim Leah, Ofsted Inspector

Priya Saujani, 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 27 January 2026

School and pupil context

Total pupils

413

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

420

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)

14.53%

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

4.12%

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

10.65%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs 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	54%	61%	Below
2024/25 (revised)	71%	62%	Above
2023/24 (final)	39%	61%	Below
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	81%	74%	Above
2024/25 (revised)	86%	75%	Above
2023/24 (final)	73%	74%	Close to average
2022/23 (final)	84%	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	58%	72%	Below
2024/25 (revised)	72%	72%	Close to average
2023/24 (final)	46%	72%	Below
2022/23 (final)	56%	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	76%	73%	Close to average
2024/25 (revised)	86%	74%	Above
2023/24 (final)	59%	73%	Below
2022/23 (final)	82%	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	16%	46%	Below
2024/25 (revised)	17%	47%	Below
2023/24 (final)	13%	46%	Below
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	52%	62%	Below
2024/25 (revised)	58%	63%	Close to average
2023/24 (final)	25%	62%	Below
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	20%	59%	Below
2024/25 (revised)	17%	59%	Below
2023/24 (final)	25%	58%	Below
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	48%	60%	Below
2024/25 (revised)	58%	61%	Close to average
2023/24 (final)	25%	59%	Below
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	16%	68%	-52 pp
2024/25 (revised)	17%	69%	-53 pp
2023/24 (final)	13%	67%	-55 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	52%	80%	-28 pp
2024/25 (revised)	58%	81%	-22 pp
2023/24 (final)	25%	80%	-55 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	20%	78%	-58 pp
2024/25 (revised)	17%	78%	-62 pp
2023/24 (final)	25%	78%	-53 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	48%	80%	-32 pp
2024/25 (revised)	58%	81%	-22 pp
2023/24 (final)	25%	79%	-54 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)	4.2%	5.2%	Below
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	4.2%	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)	7.9%	13.3%	Below
2023/24 (3 term)	13.7%	14.6%	Close to average
2022/23 (3 term)	10.2%	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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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