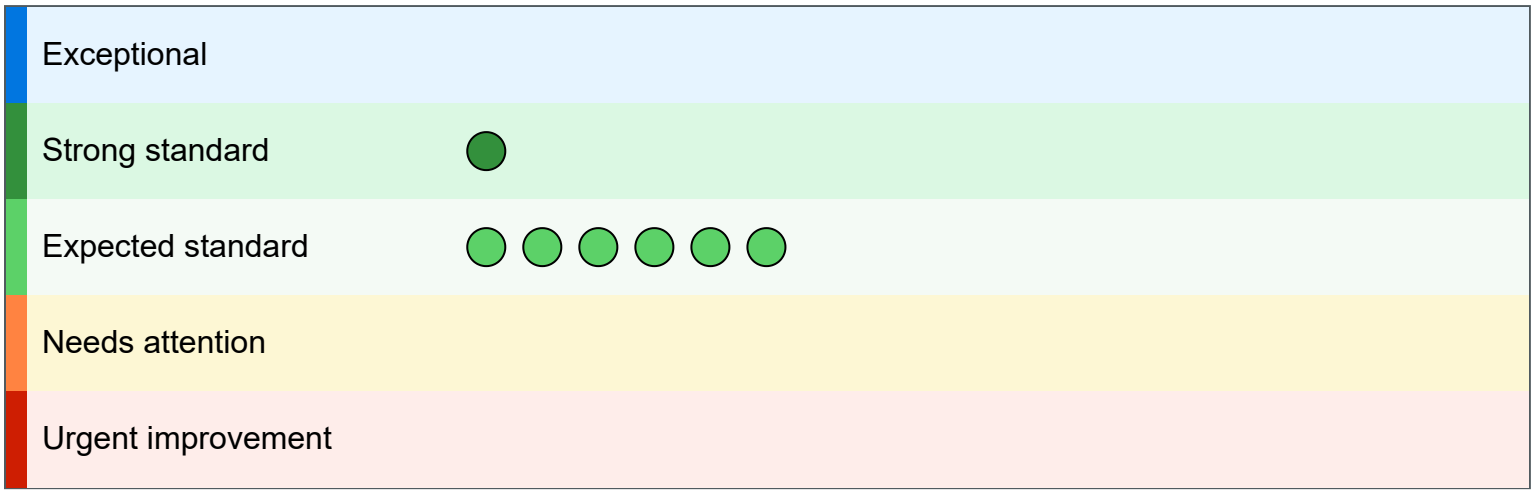
Sherard Primary School

Address: Grange Drive, Melton Mowbray, Leicestershire, LE13 1HA

Unique reference number (URN): 145083

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.

Strong standard

Early years

Strong standard

Leaders are highly ambitious for children in the early years. The school prioritises transition arrangements and works closely with families, settings and external professionals so that children are well known when they start school. Staff identify children's individual needs and starting points and plan carefully to help children thrive and achieve. Children feel safe and secure. They settle quickly and are attentive and engaged within their first few days of starting school.

The curriculum is planned from children's earliest experiences. It builds language, communication, early reading, writing, mathematics and independence. Staff use purposeful play, stories, songs, phonics, mark-making and number activities to help children practise and remember important knowledge. Adults model vocabulary clearly, extend children's thinking and ask questions that help children explain their ideas.

Teaching is consistent across the early years. Staff share a secure understanding of the curriculum and expectations. Children achieve well from their starting points. They develop the early knowledge and habits they need for Year 1.

Relationships are warm and caring. Staff establish routines that help children behave well, share, take turns and manage their feelings. Children with special educational needs and/or disabilities are included successfully. Staff use communication systems, sensory support and adaptations so children can take part, learn and grow in independence.

Expected standard

Achievement

Expected standard

Pupils generally achieve well from their starting points. In national tests and assessments, outcomes are broadly in line with national averages. Disadvantaged pupils' outcomes have improved and are now close to those seen nationally. Pupils at the early stages of reading gain the phonics knowledge they need to read with increasing confidence. Pupils' knowledge and understanding of mathematics are broadly secure.

Pupils are now developing the important knowledge they need for writing. Staff have focused on handwriting, spelling and sentence construction. This is beginning to improve the quality of pupils' writing. However, these improvements are not yet secure across the school. Pupils' achievement in writing has been lower than in other areas of the curriculum in recent years.

Across the curriculum, pupils usually remember what they have learned and can explain key ideas. Pupils with special educational needs and/or disabilities, including those in the specialist provision, make secure progress from their starting points. They develop

communication and independence skills. Pupils are generally well prepared for their next stage of education.

Attendance and behaviour

Expected standard

Leaders give attendance a high priority. They monitor attendance closely and work sensitively with families and other services. This helps many pupils attend regularly. Pupils with medical needs, anxiety or challenging circumstances receive planned support so they can attend school and feel ready to learn. For most pupils, including those with special educational needs and/or disabilities (SEND), attendance is broadly in line with national averages. Fewer pupils are persistently absent than in other schools nationally.

Pupils behave well in lessons. They follow routines, listen to adults and focus on learning. Positive relationships help staff support pupils calmly and consistently. Staff provide tailored support for pupils who need help managing their emotions and behaviour, including pupils with SEND. Pupils say that bullying is rare and trust adults to help when any problems arise. At breaktimes and lunchtimes, most pupils play well together. However, pupils do not always respond to routines as quickly as they do in lessons. This makes behaviour less consistent at these times.

Curriculum and teaching

Expected standard

Leaders have planned a broad curriculum for all pupils, including those in the specialist provision. It identifies the important knowledge pupils need to learn in each subject. Leaders understand where teaching has needed to improve. They have strengthened how staff check pupils' learning and have made writing a clear priority. Staff now focus more closely on handwriting, spelling, grammar, sentence construction, spoken language and writing stamina.

Early reading is taught through a systematic phonics programme. Pupils who fall behind receive extra help to catch up. In mathematics, staff help pupils build number knowledge and fluency.

Teachers explain new learning clearly. They ensure that pupils have regular opportunities to revisit and reinforce prior learning. Teachers identify and correct pupils' misconceptions. Staff generally adapt tasks and resources so that pupils with special educational needs and/or disabilities can learn alongside others. In the specialist provision, staff plan learning from pupils' individual starting points, communication needs and individual plans.

The curriculum is generally taught well, and leaders have rightly prioritised improving writing and handwriting throughout all subjects. However, the revised approach to writing is not yet embedded consistently across the school.

Inclusion

Expected standard

Leaders identify pupils' needs early. This starts before pupils join school through home visits and conversations with families. Staff identify the barriers some pupils may face. Support

plans set out pupils' targets and the help they need. Leaders review the impact of these plans and adjust support when pupils' needs change.

Pupils with special educational needs and/or disabilities receive appropriate support in mainstream classes and the specialist provision. Staff understand pupils' communication, sensory, physical and emotional needs. The specialist provision is well staffed and carefully organised. It provides high levels of care, nurture and individual support. Adults use specialist advice and small-step targets to guide their work. This helps pupils with complex needs make progress from their starting points.

Leaders use pupil premium funding to support disadvantaged pupils' learning, attendance and wellbeing. This includes reading support, pastoral help and work with families. Staff work closely with social workers and external agencies to support pupils known or previously known to social care. This helps pupils settle, attend and engage in school life positively. However, leaders do not yet monitor the impact of the pupil premium strategy precisely enough to show which funded actions make the most difference to pupils' learning and wellbeing.

Leadership and governance

Expected standard

Leaders understand the school's context, strengths and priorities. They place pupils' needs at the centre of their decisions. Leaders have identified the areas for improvement, including writing and the wider participation of pupils who face barriers and/or are disadvantaged. Their actions are beginning to make a difference. However, some improvement work is not yet embedded enough to show sustained impact across the school.

Governance has developed over time. The trust has recognised that previous local arrangements were not working as well as intended. New governance arrangements are being established, including an advocacy committee. Trustees and executive leaders continue to hold leaders to account. They understand the school's priorities and challenge leaders about safeguarding, attendance, inclusion, writing and standards. Collaboration between school leaders, governors and trust leaders contributes positively to the school's ongoing development. Trustees ensure that their statutory duties are met.

Leaders have strengthened financial oversight and school improvement processes. School leaders are now more involved in budget planning and monitoring. Leaders use external advice, trust support and professional learning to develop staff expertise. Training has focused on school priorities, including writing, inclusion and safeguarding. Staff are generally positive about working at the school. They describe leaders as approachable and supportive. Staff feel included and valued. Leaders consider staff's workload when making decisions to improve the school.

Parents are typically very positive about the school. One comment summed up the views of many when they said: 'The teachers are great and the community is inclusive.'

Personal development and wellbeing

Expected standard

Leaders have designed a well-planned programme to promote pupils' personal development and wellbeing. Through personal, social, health and economic education, pupils learn about

feelings, fairness, responsibility and respect. This helps pupils understand how to treat others. Democracy is understood well because pupils take part in elections and contribute to whole-school decision-making. Pupils develop confidence through different leadership roles, including as school councillors, reading ambassadors and play leaders.

Through age-appropriate relationships and sex education and health education, pupils learn how to stay safe, keep healthy and build positive relationships. They learn about online risks, including how to use mobile phones safely and how to ask trusted adults for help. Leaders respond when concerns arise and use these to strengthen what pupils are taught.

Pupils learn about equality, diversity and people from different backgrounds through the reading of carefully-chosen texts, assemblies and the wider curriculum. This helps them understand and respect difference. They know everyone should be treated fairly and can talk about discrimination. However, some older pupils do not have the necessary depth of understanding of all aspects of diversity that they should.

Pastoral support is caring and responsive. Staff know pupils and families well. Pupils who need help to manage their emotions or relationships take part in emotional literacy work and nurture activities. These help pupils feel understood and ready to take part.

Pupils benefit from clubs, residentials, community events and career-focused 'future Fridays'. These widen pupils' interests and aspirations. Staff adapt opportunities so pupils with special educational needs and/or disabilities and pupils facing barriers can join in. The 'dandelions club' helps children and families share experiences together. The 'siblings club' helps pupils talk together and grow in confidence. Leaders are developing a clearer overview of how these experiences build pupils' knowledge, confidence and wellbeing over time.

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

Pupils feel proud to be part of this happy and welcoming school. Staff greet them warmly and help them settle quickly. Pupils are polite, confident and keen to talk about their school. They trust adults and know who to speak to if worried. Pupils say bullying rarely happens and adults sort out any problems quickly.

Pupils generally behave well. In lessons, they listen, follow routines and take part calmly. They talk about and enjoy their learning. At breaktimes and lunchtimes, most pupils play well together. However, they do not always follow routines as quickly at these times as they do in lessons and in the early years.

Pupils generally achieve well. Published outcomes are broadly in line with national averages. Pupils at the early stages of reading use phonics with growing confidence. They are beginning to write more confidently, using handwriting, spelling and sentence knowledge more securely. These skills are still developing.

Children in the early years make a particularly confident start. Carefully planned transitions help them to settle quickly when they start school. They build language, number, early

reading and writing skills through play. Adults help children talk, think and explain ideas. This prepares them well for Year 1.

Pupils who are disadvantaged or have special educational needs and/or disabilities get the help they need. Staff identify barriers quickly and adjust tasks, resources and routines to support pupils. Pupils in the specialist provision are a key part of the school community. Staff use communication tools, sensory support and clear routines to help pupils communicate, manage their feelings and learn well. Sometimes, pupils join mainstream classes and social times when this helps them belong and make progress.

Pupils benefit from clubs, trips, taking on leadership roles and activities beyond lessons. They learn about equality, respect and online safety. Most pupils attend regularly, but some pupils do not yet benefit fully from wider opportunities.

Next steps

- Leaders should strengthen how they monitor and evaluate the impact of the pupil premium strategy and enrichment provision so they know which actions improve pupils' participation, learning and wellbeing, reviewing and amending strategies accordingly.
- Leaders should embed the revised approach to writing so pupils apply handwriting, spelling and sentence knowledge securely and routinely across the curriculum.

About this inspection

This school is part of Mowbray Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Louise Lee, and overseen by a board of trustees, chaired by Drew Richardson-Walsh.

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.

The school includes a 43-place specialist provision for pupils with a range of complex needs, including cognition and learning, communication and interaction, and social, emotional and mental health needs.

This inspection took place on 8 and 9 September 2026.

Inspectors spoke with pupils, parents, carers, staff and senior leaders during the inspection.

The school currently uses no alternative provision.

Headteacher: Helena Blumfield

Lead inspector:
Rob Della-Spina, His Majesty's Inspector

Team inspectors:
Deborah Mosley, His Majesty's Inspector
Tim Leah, Ofsted Inspector
Ruth Hurcombe, Ofsted 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

443
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

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)

16.46%
Below 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

10.16%
Well above 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

4.29%
Well below average

What does this mean?

The proportion of pupils with reported special educational needs support 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)

SEN unit

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	60%	61%	Close to average
2024/25 (final)	62%	62%	Close to average
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	55%	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	76%	74%	Close to average
2024/25 (final)	76%	75%	Close to average
2023/24 (final)	79%	74%	Close to average
2022/23 (final)	73%	73%	Close to average

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	64%	72%	Below
2024/25 (final)	65%	72%	Close to average
2023/24 (final)	67%	72%	Close to average
2022/23 (final)	60%	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	75%	73%	Close to average
2024/25 (final)	73%	74%	Close to average
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	75%	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	34%	46%	Below
2024/25 (final)	50%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	27%	46%	Below
2022/23 (final)	26%	44%	Below

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	55%	62%	Below
2024/25 (final)	71%	63%	Close to average
2023/24 (final)	45%	62%	Below
2022/23 (final)	47%	60%	Below

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	41%	59%	Below
2024/25 (final)	57%	59%	Close to average
2023/24 (final)	36%	58%	Below
2022/23 (final)	32%	58%	Below

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	59%	60%	Close to average
2024/25 (final)	64%	61%	Close to average
2023/24 (final)	45%	59%	Below
2022/23 (final)	63%	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	34%	68%	-34 pp
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	27%	67%	-40 pp
2022/23 (final)	26%	66%	-40 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	55%	80%	-25 pp
2024/25 (final)	71%	81%	-9 pp
2023/24 (final)	45%	80%	-34 pp
2022/23 (final)	47%	78%	-31 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	41%	78%	-37 pp
2024/25 (final)	57%	78%	-21 pp
2023/24 (final)	36%	78%	-41 pp
2022/23 (final)	32%	77%	-46 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	59%	80%	-21 pp
2024/25 (final)	64%	81%	-16 pp
2023/24 (final)	45%	79%	-34 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	63%	79%	-16 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)	3.8%	5.2%	Below
2023/24 (3 term)	4.5%	5.5%	Below
2022/23 (3 term)	5.1%	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 (3 term)	7.4%	13.0%	Below
2023/24 (3 term)	8.3%	14.6%	Below
2022/23 (3 term)	10.6%	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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