

Langmoor Primary School Oadby

Address: Kenilworth Drive, Oadby, Leicester, Leicestershire, LE2 5HS

Unique reference number (URN): 139859

Inspection report: 30 June 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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Pupils' attendance and their behaviour and attitudes are a credit to the school.

Overall attendance is high over time. Leaders make attendance a key priority. They monitor pupils' attendance very carefully and waste no time in resolving the individual issues that prevent them from attending school as well as they can. The school's nurturing approach, and the strong relationships between staff and pupils, helps pupils to feel like they belong and want to come to school each day. This includes disadvantaged pupils and those with special educational needs and /or disabilities.

Leaders have established a clear and consistent approach to behaviour, aligned with the school's core values. Pupils behave extremely well because they know it is the right thing to do. They show positive attitudes to learning and engage well during lessons. Pupils who find it more difficult to focus, or behave well, are managed skilfully to ensure that they rarely miss learning. This helps them to gain confidence and improve their behaviour over time. Bullying is very rare at the school, as are suspensions and any form of harassment or discrimination. Leaders deal with rare breaches of the behaviour code swiftly and effectively.

Expected standard ●

Achievement

Expected standard ●

Most pupils achieve well. Published outcomes at the end of key stage 2 for different groups of pupils, including those who are disadvantaged, are typically close to, or above national averages. This means that pupils are generally well prepared for secondary school.

Work in pupils' books and outcomes from national tests show that pupils typically make secure progress, including in phonics and reading, as they move through the school. However, pupils in key stage 2 often do not have rapid and accurate recall of multiplication facts. There are also some inconsistencies in how well pupils can write. For example, some pupils do not improve their spelling or their handwriting as quickly as they could.

Across all subjects and in the early years, pupils can generally recall important knowledge and skills and apply them in their work. This includes disadvantaged pupils and those with special educational needs and/or disabilities.

Curriculum and teaching

Expected standard ●

Leaders have worked hard to improve the curriculum since the previous inspection and have been successful. The knowledge and skills taught to pupils are sequenced thoughtfully to help them make sense. Leaders and teachers understand the importance of pupils developing secure foundations in reading, writing and oracy. Reading is taught well and work is well underway to secure teachers' higher expectations of pupils' writing and oracy. Teaching is typically effective. Leaders ensure that staff are appropriately skilled to teach the

range of subjects across the curriculum. Typically, staff use a range of teaching strategies well.

Teachers explain new knowledge clearly and generally ensure that adjustments are made to help all pupils secure new knowledge. Where pupils have gaps in their knowledge, teachers usually identify this. Staff then provide effective support to ensure that these gaps are resolved. Disadvantaged pupils and pupils with special educational needs and/or disabilities work independently when appropriate. Staff slow learning down skilfully, when needed, to ensure that pupils can understand and apply their learning.

Staff work successfully with other schools in the trust and external organisations to help them keep their knowledge and skills up to date.

Early years

Expected standard 

Children get off to a secure and calm start in the Reception class. Most achieve as well as they should. Leaders ensure that children's language development is a priority, for example, through a clear focus on the most important vocabulary that children should know and remember. Staff are ambitious for children's use of vocabulary and writing. This deliberate focus on early reading and writing can be seen in the way that children approach their learning. They are keen to write, use their phonics knowledge confidently and show determination when tackling difficult words. Many children spell challenging words correctly or very close to correctly, showing that they are making good progress in developing their writing skills.

Leaders have an accurate understanding of what is working well and what could be strengthened. The trust has provided effective support to help them to do this. Staff plan and deliver carefully considered activities to ensure that children gain the knowledge and skills they need for future learning. Staff skilfully support children who require additional support to access learning and secure success.

Strong and caring relationships between staff and children, and well-established routines, ensure that children feel safe and secure when learning indoors and outside.

Inclusion

Expected standard 

This is an inclusive school. Staff care deeply about pupils. Barriers to their learning are identified early through observation and assessment.

Teachers often check on pupils in lessons to make sure that they learn what is intended. This helps teachers to understand the needs of individual pupils and provide effective support so that they can access new learning. Some pupils work away from the classroom, on some occasions, for short periods of time with staff. The activities they complete are suitable. However, leaders do not always check the impact of this additional support. This means they do not know how well it is working.

A suitable strategy outlines how the school uses additional government funding to support disadvantaged pupils and the positive impact that it makes. These pupils benefit from effective support and their outcomes over time compare favourably with national averages.

Pupils with special educational needs and/or disabilities typically receive the support they need to do well. Clear targets are set for these pupils and are understood by staff. As a result, staff adapt teaching well to meet these pupils' needs. Pupils who are known (or previously known) to social care are well understood and appreciate the school's nurturing atmosphere.

Leadership and governance

Expected standard 

Effective leadership ensures that pupils at Langmoor Primary School receive a high-quality education.

Leaders, supported well by the trust, have worked hard to improve the school since the time of the previous inspection. Strategic plans are robust, are centred on improving pupils' outcomes, and are reviewed often. Leaders understand the school's strengths and are already working on the areas for improvement that they have accurately identified, including in pupils' writing. There are some signs of improvement but this is not consistent across the school.

Governors and trustees provide suitable support and challenge to ensure that leaders are effective. Those responsible for governance make sure that their statutory responsibilities are fulfilled.

Leaders consider professional learning carefully and take the views of staff into account when making decisions. Any changes needed are introduced in a sensible way and at a sensible pace. Staff appreciate opportunities to learn with colleagues from across the trust and beyond. Leaders and governors care deeply about staff wellbeing and try to ensure that staff have a fair workload. Staff feel supported and cared for. They are typically proud to work at the school.

The school works effectively with parents and carers to promote early reading, reflected in their attendance at community sessions. More broadly, the school supports families well so that children are ready for school and the classroom environment. Well-developed partnerships with external agencies ensure that vulnerable pupils receive timely and effective support.

Personal development and wellbeing

Expected standard 

Leaders ensure that all pupils, including those with special educational needs and/or disabilities (SEND) or who are disadvantaged, have full access to their personal development programme. In lessons, pupils develop their knowledge of a broad range of themes, including how to stay safe online, important British values and the characteristics protected by law. Pupils learn how to build healthy relationships and how they change as they grow up. Leaders ensure that the school's personal development programme promotes pupils' spiritual, social and moral development and their cultural understanding. Pupils learn about a range of different faiths and can talk about how these are similar or different from each other. Pupils respect those who come from backgrounds and cultures different from their own. They build secure social skills through a 'buddy system' that enables older pupils to support their younger peers. Pupils are polite and welcoming to visitors and take pride in their school.

Pupils access a range of sporting and non-sporting after-school clubs that are available to all. They can also learn to play musical instruments, such as the clarinet and guitar. Additional funding is used to allow disadvantaged pupils to take part in activities they could not otherwise access. Pupils explained proudly that they had a chance to sing as part of a 'trust choir', joining pupils from other schools. These activities help pupils to identify and develop new skills and build confidence.

Leaders provide effective guidance and help for pupils' social and emotional needs. Pupils, including children in the early years, emotionally 'check in' with their teachers each morning. This enables teachers to identify any pupils who may need extra support. When needed, individual or group emotional support is provided by a specially trained member of staff. This includes additional support for pupils with SEND and those who are disadvantaged.

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

Pupils thrive at this school because they are known very well by staff, are safe and are treated with respect and kindness. Pupils' attendance is high and they behave very well. They show others respect and care. Pupils understand and align their behaviour with the school's key values of 'kindness, teamwork, respect, creativity, perseverance and responsibility'. Pupils very rarely experience bullying at the school, and any allegations of bullying are dealt with quickly and effectively. They are unanimous in their views that 'everyone is included' in their school and that there is 'something for everyone'.

Pupils learn well across the school in different subjects and class groups. This is because leaders have established calm, purposeful environments that support learning from the very start of pupils' educational journeys. Strong foundations are laid in the early years. Children enjoy both indoor and outdoor learning and make good progress in developing their early reading skills. This positive start is built upon effectively as pupils move through the school. Pupils benefit from a well-thought through programme of learning. Typically, they learn and remember new knowledge well in different subjects. As a result, pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), achieve well. They are typically suitably prepared for their move to secondary school.

Pupils are supported well to understand their feelings and emotions. This helps them to manage their behaviour. Pupils enjoy learning in lessons, play together happily at breaktimes and participate in the wide range of clubs available, including LEGO, choir and football. Leaders are committed to ensuring that all pupils can access these opportunities and work effectively to remove barriers that may prevent participation. As a result, disadvantaged pupils and those with SEND enjoy the same enriching experiences as their peers.

Next steps

- Leaders should build on their current work to raise staff expectations of pupils' writing by ensuring that there is a consistent approach to developing pupils' writing and oracy skills across subjects and year groups.
 - Leaders should ensure that they have clear oversight of the impact of any additional interventions to support pupils' learning, to make sure that gaps in their knowledge are closing as quickly as possible.
 - Leaders should ensure that all pupils develop fast and accurate recall of multiplication facts (times tables).
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About this inspection

The school is part of the OWLS Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Peter Merry, and overseen by a board of trustees, chaired by Dr Jonathan Tedds.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

The inspection took place from 30 June to 1 July 2026.

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 leaders and staff. The lead inspector spoke with the CEO, the chair of trustees and other trustees and members of the governing body, including the chair. Inspectors spoke with a trust leader who supports the school. Inspectors met with groups of pupils, visited a sample of lessons and looked at pupils' work across a number of curriculum subjects. Inspectors also spoke with some parents and carers.

Inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Helen Bonser

Lead inspector:

Jeremy Spencer, His Majesty's Inspector

Team inspectors:

Caroline Evans, 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 30 June 2026

School and pupil context

Total pupils

209

Close to 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

210

Below 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)

21.05%

Close to average

What does this mean?

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

National average: 26.3%

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

2.39%

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

4.78%

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

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	77%	61%	Above
2024/25 (final)	70%	62%	Close to average
2023/24 (final)	80%	61%	Above
2022/23 (final)	80%	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	86%	74%	Above
2024/25 (final)	87%	75%	Above
2023/24 (final)	83%	74%	Above
2022/23 (final)	87%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	72%	Above
2024/25 (final)	73%	72%	Close to average
2023/24 (final)	83%	72%	Above
2022/23 (final)	90%	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	88%	73%	Above
2024/25 (final)	87%	74%	Above
2023/24 (final)	83%	73%	Above
2022/23 (final)	93%	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	57%	46%	Above
2024/25 (final)	50%	47%	Close to average
2023/24 (final)	S	46%	S
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	71%	62%	Above
2024/25 (final)	75%	63%	Above
2023/24 (final)	S	62%	S
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	67%	59%	Above
2024/25 (final)	50%	59%	Close to average
2023/24 (final)	S	58%	S
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	76%	60%	Above
2024/25 (final)	75%	61%	Above
2023/24 (final)	S	59%	S
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	57%	68%	-10 pp
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	S	67%	S
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	71%	80%	-8 pp
2024/25 (final)	75%	81%	-6 pp
2023/24 (final)	S	80%	S

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	67%	78%	-11 pp
2024/25 (final)	50%	78%	-28 pp
2023/24 (final)	S	78%	S
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	76%	80%	-4 pp
2024/25 (final)	75%	81%	-6 pp
2023/24 (final)	S	79%	S
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 (3 term)	4.1%	5.2%	Below
2023/24 (3 term)	5.0%	5.5%	Close to average
2022/23 (3 term)	5.5%	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 (3 term)	5.9%	13.0%	Below
2023/24 (3 term)	12.8%	14.6%	Close to average
2022/23 (3 term)	15.1%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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