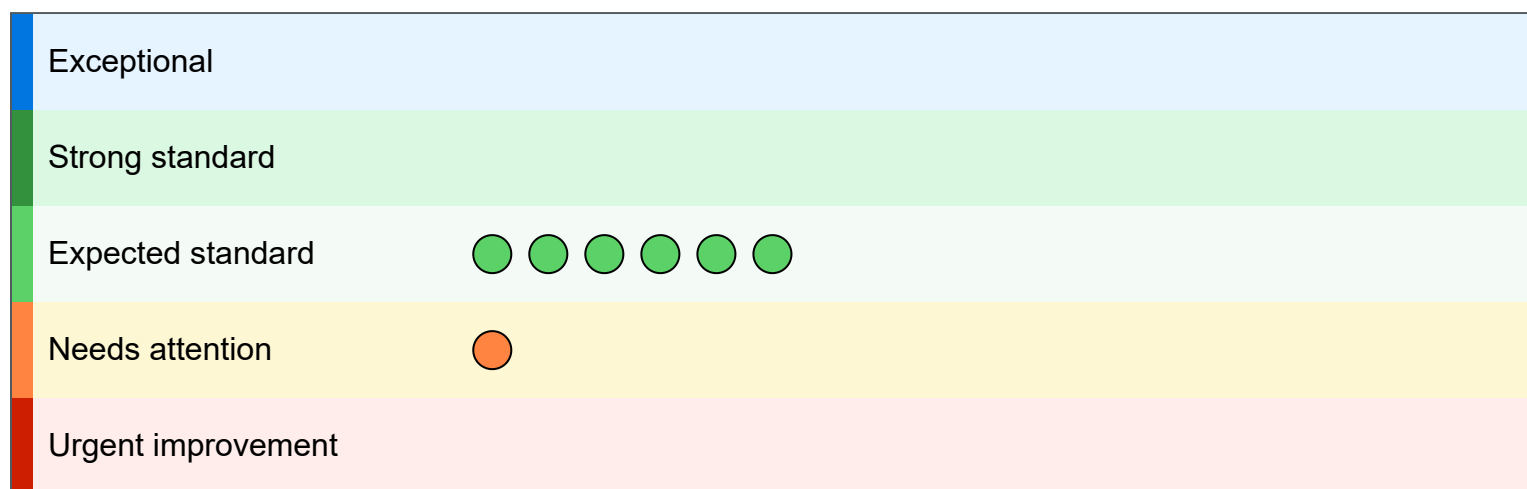


# Frisby Church of England Primary School

Address: Hall Orchard Lane, Frisby-on-the-Wreake, Melton Mowbray, Leicestershire, LE14 2NH

Unique reference number (URN): 139744

## Inspection report: 24 February 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 

Pupils generally achieve well in this school. Leaders' recent focus on developing pupils' essential knowledge in reading, writing and mathematics ensures that pupils have the skills they need by the end of Year 6. Pupils broadly achieve close to the national averages in national tests at the end of key stage 2. Some higher-attaining pupils do not consistently achieve the higher standards in reading and mathematics or greater depth in writing.

Pupils generally demonstrate secure knowledge across the curriculum. They can talk about what they have learned in a range of subjects over time. Due to some inconsistencies in teaching, some pupils do not secure the foundations in early reading and letter formation as quickly as they could.

As a result of appropriate support from staff, pupils with special educational needs and/or disabilities, those who are disadvantaged and those known to children's services, achieve well. These groups of pupils generally progress well through the curriculum from their starting points.

### Attendance and behaviour

Expected standard 

Pupils enjoy attending this school. Leaders have established a warm and welcoming environment. They have high expectations of pupils' attendance. They ensure that staff understand their role in supporting pupils' attendance. Well-established systems ensure that any attendance issues are swiftly identified. Leaders routinely explore barriers to attendance and provide the necessary support or challenge to bring about improvements, including support from external professionals. As a result, attendance rates are above average and continue to improve.

Leaders have high expectations of pupils. Pupils respond positively to these expectations by behaving well in and around school. Pupils enter school excitedly. They settle quickly into lessons and follow well-established routines. They are kind, friendly and understanding of each other's needs. They get on well with each other and show respect in lessons and at social times. The school is a calm place. Pupils concentrate in lessons and develop positive attitudes to learning. Teachers apply the school behaviour policy consistently. Bullying is not tolerated. Any incidents of poor or unkind behaviour are dealt with swiftly.

Pupils appreciate the rewards they receive for doing the right thing.

### Early years

Expected standard 

Leaders ensure that children get off to a positive start in the early years. Staff quickly establish routines. They have high expectations of children to behave well and look after one another. Children settle quickly and get on well with each other.

Leaders have established a calm, nurturing and purposeful environment. Children engage in role play and child-led learning with appropriate adult support. This helps to increase

participation and develop children's language. The outdoor area is used effectively, with some children riding bikes and trikes while others develop fine motor skills through targeted activities. As a result, children develop physical coordination, communication, collaboration, social skills and resilience.

Leaders make sure that children with special educational needs and/or disabilities are well supported. Through focused support, these children get the help they need.

Leaders have created an ambitious curriculum. They have identified key vocabulary that helps children explain their learning. Leaders make sure that pupils begin to learn to read as soon as they start school. They work closely with parents and carers. This partnership provides parents with the information they need to support their child at home. As a result, children are ready for their next stage of learning.

## **Inclusion**

**Expected standard** 

Leaders demonstrate a clear commitment to inclusion. They ensure that staff have the expertise they need to support pupils with special educational needs and/or disabilities (SEND) effectively. Leaders identify pupils' needs accurately. Any support needed is well organised, appropriate and targeted. Staff receive suitable training and guidance to support inclusive practice. The school regularly checks how well pupils with SEND are doing. Leaders ensure that pupils who need it get any further adaptations in care, support or teaching. Staff build positive relationships with parents and carers and involve them in supporting their child's progress.

Leaders understand the barriers faced by pupils who are eligible for additional funding, such as the pupil premium grant. A clear and strategic plan sets out how the school supports disadvantaged pupils. Staff provide suitable, additional support to help these pupils overcome barriers to learning and/or wellbeing. As a result, these pupils generally achieve well.

The school works closely with other professionals, including the virtual school. This helps to ensure a joined-up approach for vulnerable pupils. As a result, pupils who are disadvantaged, including children in care and those with SEND, receive coordinated support that helps them engage in learning and access the curriculum.

## **Leadership and governance**

**Expected standard** 

Leaders, including those responsible for governance, act in the best interests of pupils and the school community. Leaders routinely check how well the school is performing in all areas. Plans for further improvement are specific and focused on appropriate actions. Leaders provide staff with relevant and appropriate training. This means that the school continues to improve.

Leaders have established a clear sense of unity as staff and leaders work well together. Staff report that their workload is well considered by leaders. They enjoy working at this school. Staff understand their role in bringing about further improvements. As a result of appropriate training, staff understand the importance of providing the right support for all

pupils, especially those with special educational needs and/or disabilities and those who may be disadvantaged.

Leaders prioritise working with parents and carers so that they feel part of the school and support with learning. Leaders recognise the need to continue to focus on this important aspect of the school.

Governors support the school well. They provide the right balance of challenge and support. They are knowledgeable about the school's strengths and priorities. They are well positioned to continue to support the school appropriately on its journey of improvement.

## **Personal development and wellbeing**

**Expected standard** 

Leaders have established a personal development curriculum that is closely aligned to the school's vision and values. It is mapped carefully across year groups. Leaders ensure that pupils take part in a wide range of opportunities that develop leadership, character and aspiration. These include the junior leadership team, Christian team, sports ambassadors, house captains and 'Kat's Crew'. Pupils vote others into roles. This supports pupils to develop a secure understanding of British values such as democracy and ensures that they actively help improve the school.

Leaders provide well-established opportunities for pupils to contribute to the community as active citizens. For example, pupils sing to elderly residents in their community, participate in monthly community events and share learning through art galleries, pen-pal projects and trust-wide activities. Pupils visit places of worship, attend residential visits and go on trips, such as to the theatre and local colleges. The school makes sure that pupils with special educational needs and/or disabilities, and those who may be disadvantaged, access the school's wide offer.

The school provides access to a wide range of sports. These include swimming, archery, multi-sports and outdoor pursuits. This supports pupils' physical and mental development.

Staff teach relationships education in an age-appropriate way. For example, they provide pupils with useful information about how their bodies may change. Staff help pupils understand the advantages and risks of working online. This enables pupils to feel confident to make the right decision should they come across something that concerns them.

The curriculum provides opportunities for pupils to learn about different faiths and cultures. Pupils understand the importance of looking after the planet and helping to make the world a better place. They develop tolerant and respectful attitudes to difference. Pupils develop an appreciation of their role in society and the wider world.

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## Needs attention ●

### Curriculum and teaching

Needs attention ●

There are some inconsistencies in the quality of teaching. While leaders prioritise early reading and ensure that quality texts underpin the curriculum, the books pupils read do not always match their phonics knowledge. Teachers check how quickly pupils learn to read, but teachers' checks of how well pupils learn to write fluently are less consistent. Teachers do not always take appropriate action so that pupils secure the knowledge they need before moving on through the curriculum.

There is some effective teaching. For example, teachers generally explain learning well. They provide opportunities for pupils to revisit prior learning. They create appropriate activities for pupils to further apply their knowledge. This helps deepen their understanding.

Leaders have recently trained staff to adapt activities to support pupils who may have barriers to their learning. However, teachers do not routinely adapt tasks to suit higher-attaining pupils. This means that tasks sometimes lack appropriate ambition for these pupils.

Leaders have designed an ambitious curriculum. This sets out the steps pupils need to take to be ready for their next stage of education. They routinely check how well the curriculum is taught. Leaders recognise that teaching in some subjects is more effective than in others. They have established a clear plan to bring about improvement.

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

This school has a warm, family feel. Pupils are safe and enjoy coming to school. The school's values, such as being aspirational and showing compassion, guide pupils in their actions. They help to ensure that pupils understand their responsibilities towards one another. For example, they are supportive and help one another.

Pupils attend well. Rates of attendance are above the national average and continue to improve. All pupils, regardless of any barriers they face to learning and/or their wellbeing, are made to feel included. New pupils are welcomed. Pupils talk sensitively about each other's differences and treat each other with respect. Pupils understand what bullying is and incidents are rare. Pupils are confident that staff deal effectively with any concerns they have. Leaders work hard to ensure that pupils who face barriers to learning receive the support they need. This includes pupils with special educational needs and/or disabilities and those who may be disadvantaged.

Leaders have high expectations of all pupils to do well. These are shared by staff. Teachers make sure that activities in class are interesting and fun. Pupils develop positive attitudes towards learning. However, learning activities sometimes do not match the needs of higher-attaining pupils. Pupils generally do well by the time they leave key stage 2 and are well prepared for their next steps.

Leaders help prepare pupils to be active citizens. Staff ensure that pupils understand that they have a role to play in making the school a better place and helping others. Staff provide opportunities for pupils to participate in school life and take responsibility. For example, they act as 'buddies' to support others in building friendships, and 'helper-outers' assist staff generally around school.

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## Next steps

- Leaders should ensure that teachers take appropriate action to check and quickly close any gaps so pupils secure their foundational knowledge, such as in early reading, letter formation and writing, as soon as possible.
  - Leaders should ensure that they provide staff with the training they need so they make adaptations that support higher-attaining pupils to learn the curriculum deeply and achieve well.
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## About this inspection

This school is part of Rise Multi 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), Dave Ellison-Lee, and overseen by a board of trustees, chaired by Stephen Adshead.

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.

Inspection activities:

Inspectors spoke with the headteacher, deputy headteacher, special educational needs and/or disabilities coordinator, the vice-chair of trustees and the chair of the local governing body, the CEO and deputy CEO, other directors from the trust and a wide range of staff, pupils, parents and carers during the inspection.

Inspectors also considered responses to the Ofsted Parent View survey and correspondence from parents.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

The school is registered as having a Church of England religious character and is in the diocese of Leicester. The school's last section 48 inspection was in February 2026.

**Lead inspector:**


Mark Anderson, His Majesty's Inspector

**Team inspector:**

Kyna Adkins, 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 24 February 2026

## School and pupil context

### Total pupils

**115**

Below 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

**119**

Well 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)

**17.39%**

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**

**3.48%**

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**

**10.43%**

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	67%	61%	Close to average
2024/25 (revised)	65%	62%	Close to average
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	71%	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	76%	74%	Close to average
2024/25 (revised)	65%	75%	Below
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	88%	73%	Above

### Pupils reaching the expected standard in teacher-assessed writing

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	78%	72%	Above
<b>2024/25 (revised)</b>	71%	72%	Close to average
<b>2023/24 (final)</b>	80%	72%	Above
<b>2022/23 (final)</b>	82%	71%	Above

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	85%	73%	Above
<b>2024/25 (revised)</b>	82%	74%	Above
<b>2023/24 (final)</b>	75%	73%	Close to average
<b>2022/23 (final)</b>	100%	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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	50%	46%	Close to average
<b>2024/25 (revised)</b>	S	47%	S

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023/24 (final)</b>	50%	46%	Close to average
<b>2022/23 (final)</b>	S	44%	S

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	50%	62%	Below
<b>2024/25 (revised)</b>	S	63%	S
<b>2023/24 (final)</b>	50%	62%	Below
<b>2022/23 (final)</b>	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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	58%	59%	Close to average
<b>2024/25 (revised)</b>	S	59%	S
<b>2023/24 (final)</b>	67%	58%	Close to average
<b>2022/23 (final)</b>	S	58%	S

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	75%	60%	Above
<b>2024/25 (revised)</b>	S	61%	S
<b>2023/24 (final)</b>	67%	59%	Close to average
<b>2022/23 (final)</b>	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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	50%	68%	-18 pp
<b>2024/25 (revised)</b>	S	69%	S
<b>2023/24 (final)</b>	50%	67%	-17 pp
<b>2022/23 (final)</b>	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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	50%	80%	-30 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	50%	80%	-30 pp
<b>2022/23 (final)</b>	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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	58%	78%	-19 pp
<b>2024/25 (revised)</b>	S	78%	S
<b>2023/24 (final)</b>	67%	78%	-11 pp
<b>2022/23 (final)</b>	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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	75%	80%	-5 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	67%	79%	-13 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
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)	4.5%	5.2%	Close to average
2023/24 (3 term)	4.8%	5.5%	Close to average
2022/23 (3 term)	5.0%	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)	8.1%	13.3%	Below
2023/24 (3 term)	10.5%	14.6%	Below
2022/23 (3 term)	7.1%	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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