

Old Fletton Primary School

Address: London Road, PE2 9DR

Unique reference number (URN): 110683

Inspection report: 6 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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Pupils' attendance has continued to improve swiftly over time and is now very high. Leaders are extremely thorough in how they check pupil attendance. Their laser-sharp focus means that if a pupil's attendance begins to drop slightly, they step in early to get things back on track. As a result, pupils miss very little school. All staff share leaders' high expectations around attendance. Consequently, pupils and their families know how important it is to be in school on time and attend regularly - and they do.

Pupils pay close attention in class and consistently display highly positive attitudes towards their learning. This creates an environment that is highly conducive to learning. The small number of pupils who need support in managing their behaviour receive expert guidance. Playtimes and lunchtimes are full of chatting and smiles. Whether discussing favourite crisp flavours, running off steam in the playground, or using the range of equipment, pupils do so alongside their friends. There is harmony in how they get on with one another. This leads to a school environment that is calm, safe and sprinkled with fun. Staff implement leaders' clear expectations around behaviour. If a case of bullying rears its head, staff tackle this effectively.

Personal development and wellbeing

Strong standard ●

Leaders have established a well-constructed personal development programme for all pupils. The culture of inclusion sits at the heart of the programme, and leaders have made conscious, deliberate decisions to ensure that every child has a rich diet of opportunities.

Pupils develop into well-rounded citizens as a result of the range of opportunities and learning they receive about life in and beyond the local community. They benefit greatly from a broad personal, social, and health education (PSHE) curriculum, which helps them develop as young people. They talk confidently and with maturity about topics such as growing up and the changes they will see and feel in their own bodies and minds. This includes disadvantaged pupils and those with specific special educational needs and/or disabilities, such as autism, who access the school's dedicated 'Nest provision' and have a bespoke PSHE curriculum to meet their individual needs. Staff ensure that pupils understand the risks they will face in life as they grow older in a highly age-appropriate manner. As a result, pupils have a secure grounding in how to stay safe offline and online, for example. They know how to spot a potential scam, how to respond to inappropriate contact online and how to report content that may upset or worry them.

Additional pastoral support is swiftly and effectively established for pupils who need further assistance, for example, those who are young carers. This is highly beneficial and tailored to help pupils manage their emotions and wellbeing.

Pupils are highly respectful of difference and speak with clarity about why they should understand and respect those who have different beliefs or come from different cultures. Celebrating the range of languages spoken in school widens pupils' awareness of the wider world, while the chance to be a 'class representative' provides pupils with a voice to demonstrate that they are heard, respected and that their opinions matter. These

opportunities help pupils to be well prepared for life in modern Britain. Their clear moral compass ensures they know right from wrong and act accordingly.

Expected standard

Achievement

Expected standard 

Pupils learn and achieve well. They progress through the curriculum effectively, remembering much of what they have been taught. Older pupils draw on their prior knowledge and vocabulary, in subjects such as geography and history, to help them understand and explain features of landscapes, for example.

Younger pupils secure their knowledge of phonics, mathematics and writing skills to support them as they move through the school. Pupils with special educational needs and/or disabilities learn well from their varied starting points. They also develop the important knowledge and skills they need to be ready for the next stage of their education. Disadvantaged pupils learn well as they move through the school.

By the end of key stage 2, pupils typically attain close to other pupils nationally. Over time, the proportion of Year 6 pupils attaining higher standards in reading, writing, and mathematics has steadily improved. Leaders know there is more work to do to ensure pupils' achievement is reflected in above-average outcomes in national tests.

Curriculum and teaching

Expected standard 

Leaders have implemented a coherent and ambitious curriculum, which is making a positive difference to pupils' learning. Teachers teach the youngest pupils to read well because staff have strong subject knowledge and there is great consistency in the delivery of the school's chosen approach. As a result, most pupils develop secure foundations in reading, which supports their wider learning. Those who need a little more help with learning to read benefit from regular support to help them catch up.

Similarly, the school's careful and systematic approach to developing the teaching of mathematics is paying dividends. As a result of teachers' secure subject knowledge, careful and accurate explanations and opportunities for pupils to use and apply their knowledge, pupils learn well. Teachers make regular checks to ensure pupils remember important knowledge.

Teachers receive effective training to help them teach well and have secure subject knowledge. They implement the school's shared understanding of what makes effective teaching in subjects across the curriculum. This includes using well-tailored adaptations to ensure pupils with special educational needs and/or disabilities learn well.

While pupils benefit from effective teaching, there remains more to do to ensure that highly effective teaching is consistent across all subjects and year groups. Leaders know this and

are taking the right actions to continue to bring about further improvement in the quality of the curriculum and teaching.

Early years

Expected standard 

Children settle well in the Reception and Nursery classes. They learn the routines of the classroom, and this is seen in the way they share, take turns and work together. They enjoy the warm and caring interactions they have with staff. Not only do these interactions help children feel well cared for and safe, but they also ensure that children develop the important vocabulary and language they need to be successful. As children find their feet in the Reception class, they quickly develop their own independence. They look after equipment and their classroom with pride. Children become increasingly resilient when faced with challenges in their learning or play. The school works in close partnership with parents and carers, resulting in effective relationships between the two.

Children learn to read well. Stories, rhymes, and poems are in abundance, and the skilfully taught phonics programme helps children prepare for Year 1 as confident readers. Over time, the majority of children leave the Reception classes ready for Year 1 in all areas. While this is the case, leaders know that further refinement is needed in the early years provision to increase even more the proportion of children who are fully prepared for Year 1 through ensuring children benefit from consistently high-quality teaching.

Inclusion

Expected standard 

There is a well-established culture of inclusion across the school. Pupils' individual needs are quickly identified and addressed. Staff understand the barriers faced by their pupils and work skilfully to reduce these barriers effectively.

Pupils with special educational needs and/or disabilities (SEND) benefit from careful, well-considered adaptations to their provision. This is because staff receive high-quality training, including from external professionals, to help them provide the right support and interventions. Leaders keep a close eye on how well pupils with SEND are learning and are ready to make changes to provision if this is in the best interests of a pupil. Pupils with specific SEND, such as autism, receive high-quality support through the school's dedicated 'Nest provision'. Their academic and care needs are very well catered for. Skilled staff ensure that these pupils are fully included in the wider life of the school.

Leaders use alternative provision extremely well to support pupils who need further help in managing their behaviour and emotions. This, coupled with in-school provision, leads to significant improvements in these pupils' educational experience.

Disadvantaged pupils receive full access to the curriculum and extra-curricular opportunities. Targeted support and specific interventions help to address each pupil's individual needs. This is because staff keep the needs of disadvantaged pupils high on their agenda. Leaders monitor the impact of pupil premium funding with precision.

Leaders have a sharp and accurate understanding of the school's context, what is working well and where aspects need further refinement. They have an in-depth understanding of school improvement and take the right actions, in the right order, at the right time. For example, the improvements in the quality of mathematics teaching, and in turn how well pupils learn, have been rolled out in a way that ensures changes and improvements will last. This means staff practice is established and embedded before further changes are made. This is one facet of the well-developed professional learning that staff receive to help them keep their practice sharp.

The best interests of pupils sit at the front and centre of all that leaders do. This leads to a wholly inclusive school, which enables pupils and staff to succeed in what they do.

Leaders take great care of staff. Their wellbeing and workload are carefully considered when leaders make changes in school. This culture leads to staff being fully on board to drive further improvements in the school. Staff model leaders' high expectations in their day-to-day work.

Governors carry out their statutory duties effectively. They remain strategic in their work, keeping a close eye on what is going well and what needs further improvement. While they provide effective support for leaders, they do not shy away from asking challenging questions to ensure the school continues to go from strength to strength.

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

Pupils are extremely well cared for in school. Staff know the needs of individual pupils well, resulting in each pupil being valued as an individual. Pupils celebrate their unique differences with pride. Whether these are differences in languages spoken, religion, or other characteristics, pupils delight in learning more about one another. Those who speak English as an additional language are keen to teach their peers and adults useful phrases, for example by setting up and leading a 'Polish club'.

The high-quality pastoral support is not at the expense of learning, which is at the heart of the school. Pupils achieve well and enjoy their lessons. This is evident in the way they keenly offer and share their ideas in class. Pupils' individual barriers to learning and/or wellbeing are effectively reduced. For example, pupils who are young carers are carefully and sensitively supported. This support helps them manage the additional responsibilities they face.

Warm and caring relationships between pupils and staff mean that pupils are safe in school and feel they belong as part of the whole-school community. Bullying is rare and quickly dealt with should it occur. Classrooms are calm and welcoming places. Pupils can concentrate in lessons because they, and their peers, behave well. Pupils listen carefully to their teachers and to one another, trying hard in each lesson.

Attendance is high, especially for disadvantaged pupils and for a small number of pupils who, in the past, missed too much school. Leaders' highly effective work with pupils and their families has paid off.

Pupils delight in the responsibilities they have in school. Whether sharing their views as a 'class representative', representing the school in sporting or musical events, or being part of the 'environment team', pupils benefit from the range of opportunities on offer. These play a part in helping pupils become well-rounded young people when they leave the school at the end of Year 6.

Next steps

- Leaders should continue to fully embed highly effective teaching across all subjects in the curriculum.
 - Leaders should continue to further improve provision in the early years, ensuring children benefit from consistently high quality teaching, to enable a greater proportion of children to reach a good level of development by the end of the Reception year.
 - Leaders should continue their work in ensuring pupils' achievement is reflected in above-average outcomes in national tests.
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About this inspection

The chair of the board of governors in this school is Rachel Whitehouse-Jones.

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, deputy headteacher, staff with leadership responsibilities, members of the governing board and a wide range of school staff during the inspection.

The inspectors confirmed the following information about the school:

The school makes use of one unregistered alternative provision.

The school also, under the same registration, runs a nursery provision for up to 26 children aged 3 and 4 years old.

Headteacher: Sarah Levy

Lead inspector:

Nathan Lowe, His Majesty's Inspector

Team inspectors:

James Adkins, Ofsted Inspector

Peter Hynes, Ofsted Inspector

Michael Thomas, 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 6 January 2026

School and pupil context

Total pupils

438

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

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)

37.83%

Above 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

3.88%

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

11.64%

Close to 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	62%	61%	Close to average
2024/25	67%	62%	Close to average
2023/24	65%	61%	Close to average
2022/23	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	72%	74%	Close to average
2024/25	72%	75%	Close to average
2023/24	73%	74%	Close to average
2022/23	71%	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	71%	72%	Close to average
2024/25	72%	72%	Close to average
2023/24	70%	72%	Close to average
2022/23	71%	71%	Close to average

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	77%	73%	Close to average
2024/25	80%	74%	Close to average
2023/24	80%	73%	Close to average
2022/23	71%	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	46%	46%	Close to average
2024/25	45%	47%	Close to average
2023/24	48%	46%	Close to average
2022/23	45%	44%	Close to average

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	58%	62%	Close to average
2024/25	50%	63%	Below
2023/24	56%	62%	Close to average
2022/23	68%	60%	Close to average

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	57%	59%	Close to average
2024/25	50%	59%	Close to average
2023/24	56%	58%	Close to average
2022/23	64%	58%	Close to average

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	55%	61%	Close to average
2023/24	64%	59%	Close to average
2022/23	59%	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	46%	68%	-21 pp
2024/25	45%	69%	-24 pp
2023/24	48%	67%	-19 pp
2022/23	45%	66%	-21 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	58%	80%	-22 pp
2024/25	50%	81%	-31 pp
2023/24	56%	80%	-24 pp
2022/23	68%	78%	-10 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	57%	78%	-21 pp
2024/25	50%	78%	-28 pp
2023/24	56%	78%	-22 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	64%	77%	-14 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%	-20 pp
2024/25	55%	81%	-26 pp
2023/24	64%	79%	-15 pp
2022/23	59%	79%	-20 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	5.4%	5.2%	Close to average
2023/24	5.8%	5.5%	Close to average
2022/23	6.3%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	13.9%	13.3%	Close to average
2023/24	16.8%	14.6%	Close to average
2022/23	16.8%	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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