

Hinckley Parks Primary School

Address: Leicester Road, Hinckley, Leicestershire, LE10 1LP

Unique reference number (URN): 144911

Inspection report: 24 February 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 ●

Achievement

Strong standard ●

Pupils achieve well across subjects. Work in books and evidence from lesson visits show that pupils secure knowledge consistently well over time. Their writing becomes increasingly sophisticated, their application of mathematical concepts is accurate and fluent, and their scientific explanations demonstrate clear understanding. Disadvantaged pupils and those with special educational needs and/or disabilities achieve particularly well from their starting points because expectations are high and many teachers use adaptations with precision.

Published outcomes over time have remained above, or close to, national figures in reading, writing, mathematics and English grammar, punctuation and spelling. Phonics continues to be a strength. When leaders identified a dip in pupils' multiplication fluency, they acted promptly to strengthen this. Across subjects, pupils talk confidently about their learning and use subject-specific vocabulary accurately. This shows that pupils have strong foundations in place and are well prepared for the next stage of their education.

Attendance and behaviour

Strong standard ●

Leaders' actions have secured consistently positive attendance. Overall, pupils' attendance is above national averages and persistent absence remains well below national levels. Attendance is monitored closely, and emerging concerns are addressed swiftly, including for disadvantaged pupils and those with special educational needs and/or disabilities. Tailored support, first day calling and constructive work with families help pupils who previously struggled with attendance to establish secure routines. As a result, pupils attend regularly and value being in school.

Behaviour is calm and respectful and actively supports learning. In lessons, pupils are attentive, motivated and eager to contribute, and learning time is rarely lost. The school's values are evident in daily routines, and pupils describe these values as their 'behaviour toolkit', helping them make positive choices. Staff address concerns promptly and proportionately, and pupils report that bullying is rare and dealt with effectively. When pupils need help to regulate their behaviour, staff use well-established strategies that enable pupils to re-engage quickly and with dignity. Behaviour-related records are maintained diligently so that patterns can be identified and acted on.

Leadership and governance

Strong standard ●

Leaders promote a clear, values-driven vision and act decisively in pupils' best interests. They prioritise strong foundations in communication, reading, writing and mathematics and have invested strategically in developing pupils' speaking and listening skills so that they can explain their learning and discuss ideas with confidence. Monitoring is systematic.

Leaders take a systematic approach to checking the quality of education. They bring together what they see in lessons, the work in pupils' books and what pupils say to identify strengths and improve practice. Subject leadership has strengthened through coaching and structured development. Leaders provide expert guidance for staff about how best to

support pupils with special educational needs and/or disabilities and those who may be disadvantaged. They use additional funding extremely well to provide the additional support to ensure that pupils receive timely, well-matched support.

Leaders manage staff workload sensibly, and this is recognised and appreciated by the staff team. Early career teachers speak highly of the training and mentoring they receive. Governance is informed and engaged, offering appropriate support and challenge and maintaining robust oversight of safeguarding and statutory responsibilities. Leaders work positively with parents and carers and the wider community to broaden pupils' opportunities, including careers events and local partnerships.

When leaders identify areas that need improving, such as helping teachers give clearer explanations or making sure activities match what pupils are learning, they act quickly. They provide staff with targeted training and check that these changes are making a difference. This thoughtful, evidence-based approach is helping the school continue to improve.

Personal development and wellbeing

Strong standard 

The personal development programme is rich, coherent and firmly rooted in the needs of the community. Pupils develop their spiritual, moral, social and cultural understanding through well-planned experiences that deepen their appreciation of themselves and others. They speak convincingly about the school's values and give clear examples of applying commitment, integrity, respect and resilience to their learning and relationships. Pupils, including those who are disadvantaged and those with special educational needs (SEND), have a secure understanding of fundamental British values and the importance of treating everyone fairly and with respect. They explain concepts such as equality and equity confidently and show empathy in how they support others, for example through inclusive play routines and structured peer-support systems.

The curriculum for personal, social, health and economic education, including relationships, health and sex education, is delivered thoughtfully and age-appropriately. Pupils learn how to stay safe online and in the community and know how to seek help when needed. Assemblies, structured discussion and voice-based routines strengthen pupils' moral reasoning, cultural awareness and ability to discuss sensitive issues respectfully.

Pastoral care is highly effective. A range of nurture approaches and targeted support help pupils understand and manage their feelings. Staff know pupils well and act quickly when extra help is needed, including for pupils known to children's social care. Disadvantaged pupils and those with SEND benefit from tailored support that removes barriers to participation.

Wider opportunities are extensive and well attended. Pupils take part in clubs across sport, music, languages and the arts. Leaders track participation and remove barriers so that all pupils can access the full offer. The school's '101 experiences', alongside memorable visits such as seaside trips and local history studies, broaden pupils' horizons. Careers events further develop ambition and help pupils form a clear sense of their future possibilities.

Expected standard

Curriculum and teaching

Expected standard 

Leaders have designed a coherent curriculum that builds knowledge logically and provides pupils with strong foundations across subjects. In key stage 2, teaching is consistent and evidence-informed. Clear routines, such as showing pupils exactly what to do, teaching important new words and regularly revisiting previous learning, help children remember key knowledge and use it with growing confidence. Pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, explain their learning clearly and use the techniques they have been taught in writing and mathematics with increasing sophistication.

Staff adapt teaching effectively so that all pupils access the same ambitious curriculum. This includes teaching key ideas before they come up in lessons, using visual supports when they are helpful and guiding classroom talk so that pupils can explain their thinking and develop their ideas. Teachers check pupils' understanding and address misconceptions promptly. In foundation subjects, clear end points and progression support pupils to build knowledge securely. Leaders have prioritised reading and mathematical fluency so that pupils access the full curriculum successfully.

Teaching is strengthening, although the highest levels of precision are not yet consistent across all classes. Sometimes, pupils are asked to work independently before they are fully confident with the basics. Leaders are addressing this by giving teachers coaching on how to model learning clearly, how to match tasks to what pupils need and by continuing to strengthen subject leadership.

Early years

Expected standard 

Children, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), get off to a positive start in early years. Routines are purposeful and caring. Children are greeted warmly, settle quickly and take part in language-rich activities such as dough disco, stories and phonics. Positive relationships help children learn to name their feelings, develop independence and follow routines that help them feel secure. Leaders prioritise communication and language, early reading and movement because they recognise their importance for later success.

Phonics teaching follows the school's chosen programme consistently. Adults model sounds precisely and give immediate feedback. Staff adapt teaching effectively, for example by using pencil-grip prompts or small-step guidance so that children with SEND access the same learning. Care practices, including snack and hygiene routines, are dignified and well supervised, giving children a strong sense of belonging. Transition into Year 1 is carefully planned so that teachers understand each child's strengths and needs.

Leaders are strengthening the consistency of how staff interact with children to deepen their learning. Focused professional development enhances staff's questioning skills and ensures that visual supports are used routinely to enhance understanding. This work is improving the precision of interactions that staff have with children, both indoors and outdoors. This helps

staff make the most of opportunities to extend children's learning. As a result, children leave Reception well prepared for Year 1.

Inclusion

Expected standard 

Leaders have established a positive, inclusive culture where pupils' needs are identified promptly and acted on. Staff use a clear initial-concerns process and a 6-week review cycle to assess needs, plan support and evaluate impact. This graduated approach helps disadvantaged pupils, pupils with special educational needs and/or disabilities (SEND) and those known to children's social care to access the same ambitious curriculum as their peers.

Teaching is generally adjusted effectively to support all learners. For example, pupils with SEND benefit from advice cards, overlays, slant boards, pre-teaching of vocabulary and structured talk. Work in pupils' books and lessons shows that these pupils achieve well over time. Leaders draw on external specialists when needed and quality assure any alternative provision carefully. Disadvantaged pupils' participation in enrichment is monitored closely, and barriers such as cost are removed so they can benefit fully from wider experiences.

In some areas, although inclusion is effective, the best practice is not yet consistent across all adults. For example, worksheets sometimes limit writing practice for pupils who need to develop control and stamina, and visual supports are not always used reliably. Leaders are addressing this through coaching, modelling and targeted training so that adaptations are applied with greater precision across phases.

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

Pupils arrive to a warm, calm welcome and settle quickly into purposeful routines. In early years, children move straight into well-planned activities that build language and fine motor skills, helping them feel secure and ready to learn. Across the school, pupils feel safe and know that adults will listen and help. Positive relationships underpin pupils' confidence and sense of belonging.

Classrooms are vibrant, orderly places where pupils are eager to take part. They explain their learning clearly, using precise mathematical vocabulary and increasingly sophisticated writing. Pupils value the school's emphasis on speaking and listening because it helps them explore ideas and communicate confidently. Pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged learn alongside their peers. Clear modelling, structured talk and targeted approaches support pupils to engage successfully with the curriculum. As a result, pupils build knowledge securely and are well prepared for the next stage of learning. Children in early years develop confidence in routines and expectations that support a smooth transition into key stage 1.

Pupils describe behaviour as fair and respectful. They know the school's values well and apply them thoughtfully, often referring to respect, kindness and resilience. Classrooms and corridors are calm, and pupils show care for one another. At social times, pupils play cooperatively and include others. They report that bullying is rare and that adults respond

quickly and effectively if concerns arise. Attendance is high and is improving for pupils who previously struggled to attend, including some disadvantaged pupils and those with SEND.

Pupils thrive through a wide range of enriching experiences. They talk with pride about their leadership roles, such as school councillors, sports leaders and reading buddies. They benefit from clubs, educational visits, the school's '101 experiences' and community projects that broaden their horizons. Through assemblies, discussion and learning about democracy, the rule of law, individual liberty and mutual respect and tolerance, pupils are well prepared for life in modern Britain.

Next steps

- Leaders should ensure that tasks are consistently matched to the intended learning outcomes so that all pupils secure the essential knowledge they need before applying this to their independent learning.
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About this inspection

Hinckley Parks Primary School is part of the Oadby, Wigston and Leicestershire Schools 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, Peter Merry, and overseen by a board of trustees, chaired by Jonathan Tedds.

Inspectors carried out this 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 senior leaders, including those responsible for safeguarding, the curriculum and inclusion, and staff at different career stages. They also spoke with pupils about their learning and their experiences in school.

Inspections confirmed the following information about this school:

The school makes use of 2 unregistered alternative provisions.

Since the last inspection, the school has relinquished ownership of the specialist special educational needs and/or disabilities unit onsite. This remains onsite under a different unique reference number and is no longer part of the school.

Headteacher: David Harding

Lead inspector:

Nyree Parker, His Majesty's Inspector

Team inspectors:

Rachael Snowdon-Poole, Ofsted Inspector

Ian McNeilly, Ofsted Inspector

Amanda Greaves, 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

553

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

630

Well 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)

15.73%

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

3.44%

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

12.48%

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

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	73%	61%	Above
2024/25 (revised)	74%	62%	Above
2023/24 (final)	72%	61%	Above
2022/23 (final)	73%	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	81%	74%	Above
2024/25 (revised)	84%	75%	Above
2023/24 (final)	80%	74%	Close to average
2022/23 (final)	80%	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	81%	72%	Above
2024/25 (revised)	74%	72%	Close to average
2023/24 (final)	80%	72%	Above
2022/23 (final)	86%	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	83%	73%	Above
2024/25 (revised)	84%	74%	Above
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	84%	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 (revised)	73%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	41%	46%	Close to average
2022/23 (final)	62%	44%	Above

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	69%	62%	Close to average
2024/25 (revised)	80%	63%	Above
2023/24 (final)	59%	62%	Close to average
2022/23 (final)	71%	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	60%	59%	Close to average
2024/25 (revised)	73%	59%	Above
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	62%	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	69%	60%	Above
2024/25 (revised)	87%	61%	Above
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	76%	59%	Above

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%	-11 pp
2024/25 (revised)	73%	69%	4 pp
2023/24 (final)	41%	67%	-27 pp
2022/23 (final)	62%	66%	-4 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	69%	80%	-11 pp
2024/25 (revised)	80%	81%	-1 pp
2023/24 (final)	59%	80%	-21 pp
2022/23 (final)	71%	78%	-7 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	60%	78%	-17 pp
2024/25 (revised)	73%	78%	-5 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	62%	77%	-15 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	69%	80%	-11 pp
2024/25 (revised)	87%	81%	6 pp
2023/24 (final)	50%	79%	-29 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	76%	79%	-3 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 term)	4.3%	5.2%	Below
2023/24 (3 term)	4.9%	5.5%	Close to average
2022/23 (3 term)	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 term)	6.8%	13.3%	Below
2023/24 (3 term)	10.0%	14.6%	Below
2022/23 (3 term)	14.5%	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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