

Wyvern Primary School

Address: Wyvern Avenue, Leicester, Leicestershire, LE4 7HH

Unique reference number (URN): 120028

Inspection report: 14 April 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.

Expected standard

Achievement

Expected standard 

Over time, pupils' attainment at the end of key stage 2 has been broadly in line with national averages. However, disadvantaged pupils' attainment is below the national average in reading and mathematics. This does not represent how well disadvantaged pupils typically achieve across the school. In the main, disadvantaged pupils who also have special educational needs and/or disabilities achieve well from their individual starting points. Pupils who experience disadvantage for whom the school does not receive funding also typically achieve well.

Pupils gain appropriate knowledge and skills across the curriculum, as reflected in the quality of their responses in class and the work they produce. They develop the essential knowledge and skills they need, including language, reading, writing and mathematics. Leaders have rightly identified handwriting as an area for further improvement and there is still more work to do to secure pupils' accuracy and fluency in this area.

Pupils, including those who face barriers to learning and/or wellbeing, typically achieve well and are well prepared for the next stage of their learning.

Attendance and behaviour

Expected standard 

Leaders actively promote the importance of high attendance and punctuality. They take a thorough and systematic approach to managing attendance. Overall attendance is broadly in line with attendance nationally and leaders are ambitious for attendance to continue to improve. Attendance systems are robust and the school makes effective use of an education welfare officer and other external agencies to support its work. Leaders are aware of the specific barriers pupils may face and work with families to overcome them. For example, the school's morning nurture provision helps some pupils transition calmly into school each day. Leaders have prioritised improving attendance for pupils who do not attend as well as they should.

Leaders have established a shared culture of high behaviour expectations that is conducive to learning. Pupils behave extremely well. They consistently show self-discipline and respect for others. Staff ensure that pupils who need additional help to understand and manage their behaviour receive appropriate support. Behaviour routines are generally well embedded throughout the school. Pupils display a keen interest in their learning. The positive impact of leaders' work to ensure that pupils become active participants in lessons is evident.

Pupils feel safe at school. They are not worried about bullying, which they say rarely happens and would be addressed immediately should it occur.

Behaviour is a strength of the school, with clear systems, consistency and a culture of respect.

The school's curriculum has been carefully designed to meet the needs of pupils. A focus on oracy and language development enables pupils who speak English as an additional language to develop fluency in English. Pupils who are new to English benefit from effective and bespoke language teaching. Vocabulary development is deliberately planned. Teachers use strategies such as dual coding effectively to support pupils who speak English as an additional language to access new learning.

The writing curriculum is a notable feature, and pupils are supported to develop their understanding of the world around them through its chosen content and accompanying high-quality reading texts.

Phonics and early reading are taught well. Pupils typically gain the essential knowledge they need for reading, writing and mathematics. This includes pupils who face barriers to learning and/or wellbeing. When needed, pupils with special educational needs and/or disabilities benefit from highly targeted curriculum provision and effective teaching and support that are closely matched to their developmental stage.

Teaching is typically effective throughout the school. Where teaching is most effective, teachers use precise questioning to check pupils' understanding and address misconceptions. They model new learning effectively and provide planned opportunities for pupils to rehearse and develop language. However, some inconsistencies remain in the quality of teaching. Leaders are aware of where further improvement is needed and are providing appropriate support to secure this.

Early years

Expected standard

Children in the early years arrive at school happily. Staff welcome them warmly each day. Routines and expectations are embedded and children feel safe and happy.

Staff in early years share an ambitious vision for children, centred on inclusion and meeting the needs of all. They have detailed knowledge and understanding of the significant barriers faced by some children, for example low communication and language skills and limited independence. The early years curriculum is thoughtfully planned and sequenced to meet these needs. Staff know children's starting points and plan for learning accordingly. Early reading is taught well. Children use their knowledge of phonics to read with developing fluency.

Children enjoy warm relationships with staff, who support their personal, emotional and social development well. Staff listen intently to children and engage in typically high-quality interactions with them throughout the day. Children learn new vocabulary and gain in confidence using it through play, stories and daily routines. Leaders are working with staff to ensure that all interactions with children are of consistently high quality.

Children demonstrate increasing independence and focus on their learning. They generally make positive progress from their starting points and are typically well prepared for key stage 1.

The school establishes positive relationships with parents and carers. Parents told inspectors they appreciate the care provided by the school.

Inclusion

Expected standard 

Leaders have established robust systems that enable them to identify pupils' needs quickly and accurately. For example, assessments in both English and pupils' home languages ensure an accurate distinction is made between special educational needs and/or disabilities (SEND), needs related to speaking English as an additional language or gaps in learning. This enables the school to put high-quality provision in place which is precisely matched to pupils' needs.

The school works effectively with a range of external agencies and professionals to ensure staff have the necessary expertise to meet the needs of pupils with SEND. Staff use a range of adaptations and approaches to ensure all pupils who face barriers to learning and/or wellbeing can access the curriculum. Leaders monitor this closely and offer support where necessary to ensure that adaptations are used consistently and well. As a result, pupils benefit from learning environments where they feel valued and included.

Leaders understand the challenges that disadvantaged pupils in the school may face and offer appropriate support to remove barriers. For example, leaders have focused on ensuring that disadvantaged pupils' attendance continues to improve.

Pupils who use the school's 'Den' provision benefit from a curriculum that is closely matched to their developmental stage. Learning activities are purposeful. The environment is nurturing and responsive. Staff promote pupils' independence, and staged reintegration into mainstream classes where appropriate.

Leadership and governance

Expected standard 

Leaders have an ambitious vision for the school, rooted in strong, respectful relationships, high expectations and inclusion. Staff share leaders' drive for excellence. Leaders and staff are committed to ensuring that pupils, including those who face barriers to learning and/or their wellbeing, thrive academically and personally.

The new headteacher has quickly gained an accurate understanding of the school's strengths and areas for further development. Leaders have taken purposeful action to further strengthen aspects of the school's work and secure improvement where needed. For example, they are continuing their focus on attendance and punctuality.

Leaders have established a culture of professional learning where all staff are committed to continued improvement. All staff, including those who are new to the teaching profession, have access to high-quality, evidence-informed professional learning which is targeted and specific to their roles. Leaders ensure that this is strengthened through regular coaching, observation and review. Leaders are mindful of staff's workload and wellbeing, for example they provide additional release time for teachers when needed.

Governors bring a range of suitable experience and skills to their roles. They understand their duties and enact them effectively, for example they assure themselves that the school's

safeguarding practices are robust. Governors ask pertinent questions about different aspects of the school's work and offer appropriate support and challenge. The local authority provides appropriate support to the school and the new headteacher.

Parents and carers are typically very positive about the school and the education, opportunities and support provided for their children.

Personal development and wellbeing

Expected standard 

The school has a well-designed personal development offer underpinned by a clearly sequenced personal, social, health and economic education curriculum. Provision is tailored to reflect the school's context. For example, leaders ensure that disadvantaged pupils benefit from opportunities to develop new talents and interests, and broaden their horizons through providing opportunities they might otherwise not have.

Leaders have strengthened their approach to supporting pupils' wellbeing, for example through forming a mental health team and providing targeted interventions. Pupils know how to use strategies to manage their emotions and seek support when needed. The school places strong emphasis on pupils' safety. Pupils demonstrate a secure understanding of how to keep themselves safe, including when online and in different situations outside school. Older pupils speak confidently about topics such as consent and online safety. Leaders engage effectively with parents and carers. This means that important information is shared and that key messages are reinforced, for example around online safety and relationships and sex education.

Pupils demonstrate knowledge of fundamental British values. They discuss different cultures, faiths and beliefs with understanding and respect. Pupils show respect for difference. However, some pupils do not have secure, age-appropriate understanding of all aspects of diversity, for example different families.

Pupils enjoy the responsibilities they have in school and in the community. Pupils told inspectors they value the different leadership opportunities available to them, for example being an eco-councillor or wellbeing champion. Pupils benefit from being able to attend a range of extra-curricular clubs. They shared their enjoyment of these with inspectors. Leaders ensure that any barriers to access and participation are overcome. They monitor engagement in wider enrichment opportunities carefully and ensure that disadvantaged pupils, those with special educational needs and/or disabilities and those who face other barriers to learning and/or wellbeing participate fully.

Pupils grow in confidence as they progress through the school, and their experiences help prepare them well for life in modern Britain.

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

Pupils at Wyvern Primary School are delightful. They embody 'The Wyvern way' by showing kindness, resilience and respect and treating everyone equally. Pupils benefit from warm,

respectful and positive relationships with adults and with each other. Their behaviour is typically excellent, and most pupils make positive behaviour choices independently.

Pupils learn in calm and purposeful classroom environments. They typically benefit from effective teaching. Pupils are keen to talk about their learning and generally remember important knowledge. For example, pupils discussed learning about the earth's core, earthquakes and tectonic plates confidently. They made accurate use of subject-specific vocabulary and demonstrated their understanding of what they had learned clearly.

Pupils develop their knowledge and understanding of the wider world through the planned curriculum and enrichment opportunities the school provides for them. For example, pupils in key stage 2 attend a mock trial to develop their understanding of aspects of the law and how the legal system works. Pupils value the opportunity to contribute to school life through taking on leadership roles, such as being a sports ambassador. Pupil leaders are positive role models for other pupils.

Pupils enjoy happy lunchtimes and breaktimes. They told inspectors that they enjoy school and feel safe. Pupils trust staff. They say that bullying rarely happens, but know that if it did, staff would address it straight away.

Pupils are proud to be part of their school community, and more pupils now attend school regularly. This means they access the full curriculum. Pupils with special educational needs and/or disabilities, disadvantaged pupils and those who face other barriers are supported effectively to access learning. This means they generally achieve well from their starting points and are well prepared for their next stage in education.

Next steps

- Leaders should continue their work to ensure that highly effective teaching is embedded across all subjects and classes.
- Leaders should continue their work to develop pupils' handwriting and ensure sustained high expectations of handwriting and presentation across the curriculum.

About this inspection

The chair of the board of governors in this school is Rebecca Richardson.

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, other school leaders and a range of teaching and non-teaching staff. They also spoke with a wide range of pupils throughout the school during

the inspection. Inspectors gathered parents' views by talking with them and through considering responses to Ofsted Parent View.

The lead inspector also spoke with the chair of governors, and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The school has undergone a significant change since the last inspection. The headteacher was appointed to the role at the start of this academic year.

Headteacher: Mark Wilson

Lead inspector:

Damienne Clarke, His Majesty's Inspector

Team inspectors:

Andrew Monaghan, Ofsted Inspector

Sylvie Newman, Ofsted Inspector

Nicola Davies, 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 14 April 2026

School and pupil context

Total pupils

442

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

480

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)

15.42%

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

1.81%

Below 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

11.99%

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

Close to 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	61%	61%	Close to average
2024/25 (revised)	65%	62%	Close to average
2023/24 (final)	66%	61%	Close to average
2022/23 (final)	53%	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	69%	74%	Close to average
2024/25 (revised)	76%	75%	Close to average
2023/24 (final)	69%	74%	Close to average
2022/23 (final)	63%	73%	Below

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	79%	72%	Above
2024/25 (revised)	81%	72%	Above
2023/24 (final)	84%	72%	Above
2022/23 (final)	73%	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	76%	73%	Close to average
2024/25 (revised)	80%	74%	Close to average
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	69%	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	37%	46%	Below
2024/25 (revised)	29%	47%	Below
2023/24 (final)	31%	46%	Below
2022/23 (final)	47%	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	46%	62%	Below
2024/25 (revised)	43%	63%	Below
2023/24 (final)	38%	62%	Below
2022/23 (final)	53%	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	66%	59%	Close to average
2024/25 (revised)	71%	59%	Above
2023/24 (final)	54%	58%	Close to average
2022/23 (final)	73%	58%	Above

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	49%	60%	Below
2024/25 (revised)	43%	61%	Below
2023/24 (final)	38%	59%	Below
2022/23 (final)	60%	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	37%	68%	-30 pp
2024/25 (revised)	29%	69%	-41 pp
2023/24 (final)	31%	67%	-37 pp
2022/23 (final)	47%	66%	-20 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	46%	80%	-34 pp
2024/25 (revised)	43%	81%	-38 pp
2023/24 (final)	38%	80%	-41 pp
2022/23 (final)	53%	78%	-25 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	66%	78%	-12 pp
2024/25 (revised)	71%	78%	-7 pp
2023/24 (final)	54%	78%	-24 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	73%	77%	-4 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	49%	80%	-31 pp
2024/25 (revised)	43%	81%	-38 pp
2023/24 (final)	38%	79%	-41 pp
2022/23 (final)	60%	79%	-19 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)	5.2%	5.2%	Close to average
2023/24 (3 term)	6.4%	5.5%	Above
2022/23 (3 term)	6.5%	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 (2 term)	15.0%	13.3%	Close to average
2023/24 (3 term)	22.6%	14.6%	Above
2022/23 (3 term)	20.8%	16.2%	Above

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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