

# Inspection of The Pochin School

School Lane, Barkby, The Pochin School, Leicester, Leicestershire LE7 3QL

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Inspection dates:	11 and 12 March 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

The headteacher of this school is Melanie Evans. This school is part of Bradgate Education Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Gareth Nelmes, and overseen by a board of trustees, chaired by Stephen Cotton.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since April 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.



## **What is it like to attend this school?**

This is a warm and caring school where pupils are happy and safe.

Pupils benefit from an ambitious curriculum and achieve well. They enjoy learning and find subjects interesting. Pupils value the special events that the school provides to enhance the curriculum. These events include, for instance, activities during science and technology week, visits to school by representatives of the emergency services, and cultural workshops. Pupils read widely and often.

The 'Pochin values' are lived and acted upon by pupils. They are proud of their school and of how everyone is welcome. Discrimination of any kind is not tolerated. Pupils demonstrate positive attitudes to school and towards each other. They show kindness and are respectful and courteous to their peers, staff and visitors. Pupils know that the value of perseverance is important for success.

Pupils flourish through the high-quality opportunities for personal development that the school provides. Pupils are proud of the many responsibilities and leadership roles that they have. They value helping others and making a difference as house captains, school councillors, play leaders and diversity ambassadors. Pupils enjoy clubs such as football and opportunities to learn instruments and sing at performances.

Parents and carers value the care and support that the school provides for their children. Many would recommend the school to others.

## **What does the school do well and what does it need to do better?**

The school has some well-considered subject curriculums that set out what pupils must know and understand. There are opportunities to revisit important knowledge over time to make sure that pupils remember what they are taught. However, pupils do not routinely secure or deepen their understanding in some subjects. Some curriculums are being improved further to provide more opportunities to stretch and deepen pupils' knowledge.

The curriculum in the early years supports children's language and mathematical development appropriately. Children enjoy relevant stories linked to topics of interest such as under the sea. They benefit from suitable activities that provide for a breadth of learning experiences. However, the curriculum in the early years does not always stretch and deepen children's knowledge sufficiently.

Teachers provide clear explanations of new knowledge. For instance, they explain new vocabulary and technical terms well in mathematics. Teachers encourage pupils to answer questions in clear sentences to help them to communicate well. Teachers model expertly how to use expression and intonation when reading. However, some checks of pupils' understanding are not always accurate enough to identify what pupils understand and can do. On occasion, learning is moved on before some pupils are ready.



The school prioritises reading. There is a well-curated reading spine of books that pupils enjoy reading. This enjoyment of reading begins in the early years. The school uses an approved scheme for phonics. Pupils learn to read well. The routines for phonics are firmly established and pupils respond well to these. Staff introduce new sounds and also ensure that pupils practise the sounds they have already learned. Pupils who find reading more difficult benefit from effective support. For instance, they are helped to use appropriate reading strategies when reading unfamiliar books.

The school identifies and meets the needs of pupils with special educational needs and/or disabilities (SEND) effectively. These pupils are supported to learn well. For instance, where appropriate, learning is broken down into manageable steps. Pupils with SEND achieve well.

Pupils' behaviour and conduct is positive. Pupils need few reminders to concentrate and focus their attention on learning. Pupils are sociable and happy. They know how to be good friends. They play happily together at social times. Children in the early years demonstrate positive relationships towards each other.

The school ensures that pupils experience a rich curriculum that supports their knowledge and understanding about life in modern Britain. Pupils learn about the differences between people and the importance of equality. They understand the fundamental British values and make links between these and the school's values. Pupils know how to stay healthy with a balanced diet. They know how to stay safe online. Pupils are excited by the adventurous activities that they do on residential trips, such as kayaking and climbing. They value the opportunity to extend their knowledge of history with visits to museums, such as the King Richard III Museum.

Governors and trustees are effective in their roles. They understand their statutory duties. Staff are a collegiate and supportive team. They value the professional development and support that the school provides. Staff appreciate the consideration that leaders have for their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some subjects do not routinely provide sufficient opportunities to enable pupils and children in the early years to develop their understanding fully. As a result, pupils and children do not deepen their knowledge and understanding over time as well as they could. The school should ensure that, across all subjects, starting from the early years, pupils study curriculums that provide them with sufficient opportunity to deepen their understanding.



- The school does not ensure that close enough checks are completed about what pupils know and understand. This means that the best decisions about pupils' next steps for learning are not always made. On occasions, learning is moved on while misconceptions or gaps in pupils' understanding remain. Sometimes, opportunities to deepen pupils' understanding are not introduced. As a result, pupils do not always achieve as highly as they could. The school should ensure that effective strategies are embedded to check pupils' understanding so that gaps in knowledge are addressed and learning is moved on appropriately.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).



## School details

<b>Unique reference number</b>	138838
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10347547
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	139
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Stephen Cotton
<b>CEO of the trust</b>	Gareth Nelmes
<b>Headteacher</b>	Melanie Evans
<b>Website</b>	<a href="http://www.pochin.bepschools.org">www.pochin.bepschools.org</a>
<b>Date of previous inspection</b>	29 April 2014, under section 5 of the Education Act 2005

## Information about this school

- This school uses the adjacent village hall for its pre-school accommodation and for school dinners. The village hall is at 19 Beeby Road, Barkby, Leicester LE7 3QB. The main site, which is the school's registered address, is at School Lane, Barkby, Leicester, Leicestershire LE7 3QL.
- There have been some staff changes within the last two years. The headteacher became the substantive headteacher in August 2024.
- The school provides its own wraparound care.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form



provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders from the school. The lead inspector met with the local academy board chair and spoke with the chair and vice-chair of trustees. She also spoke with the CEO and a director of education.
- Inspectors carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils’ work.
- Inspectors also considered the curriculum in some other subjects and considered the support provided for pupils with SEND.
- The lead inspector listened to some pupils read.
- Inspectors discussed pupils’ attendance and behaviour with school leaders.
- Inspectors considered the views of parents who responded to Ofsted Parent View. They also spoke with some parents at the school gate.
- Inspectors reviewed responses to Ofsted’s survey for staff. They held discussions with staff and pupils.
- Inspectors considered a wide range of evidence, including documents published on the school’s website.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.

## Inspection team

Donna Moulds, lead inspector

Ofsted Inspector

Martin Adamson

Ofsted Inspector



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