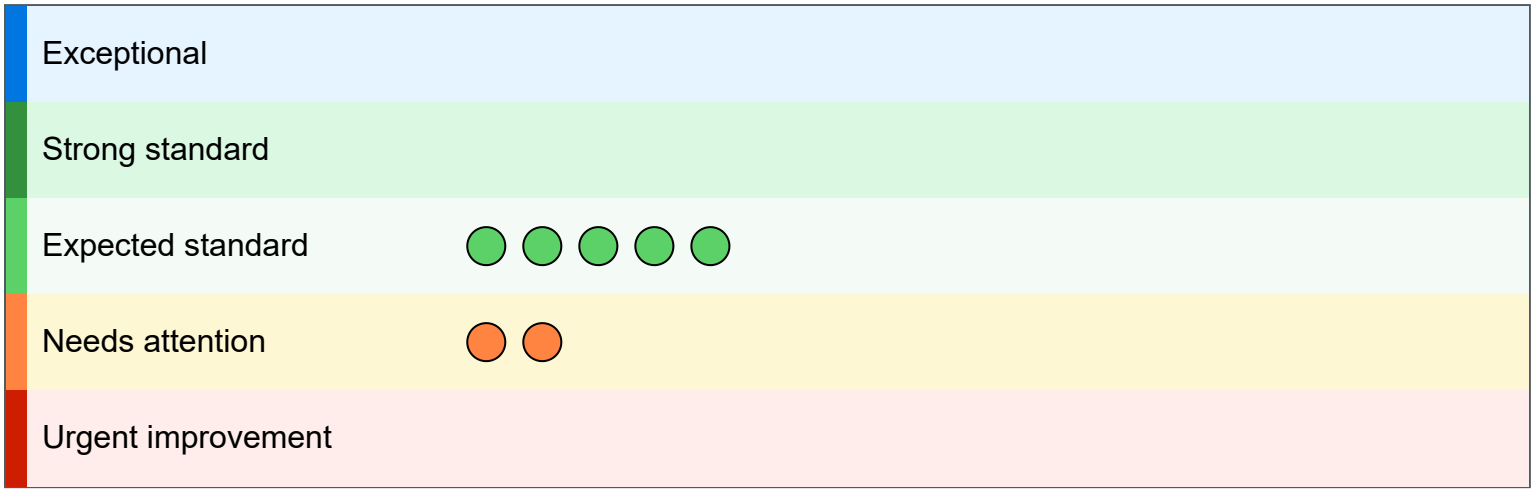
Mawsley Primary School

Address: Scholars Row, Mawsley, Kettering, Northamptonshire, NN14 1GZ

Unique reference number (URN): 134211

Inspection report: 6 October 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

Attendance and behaviour

Expected standard

Leaders promote regular attendance and check it closely. Pupils understand why good attendance matters and how missing school can affect learning. Overall attendance is broadly in line with national averages. Leaders have identified that some pupils do not attend as regularly as they should. They know the barriers that families face and respond promptly to help them overcome these. They work with parents, carers and professionals, offering practical support. Leaders regularly review whether this help makes a difference. As a result, attendance has improved for some pupils who previously missed too much school. These improvements are not yet sustained across all groups.

Pupils behave well in lessons and around school. They follow clear routines and treat others with respect. Classrooms are calm, and pupils show positive attitudes to learning. At playtimes, pupils generally get along well, and adults provide help when needed. Pupils say that bullying is rare and trust adults to respond fairly. Leaders address discrimination, harassment and harmful behaviour, including online concerns. Staff make suitable adjustments for pupils with special educational needs and/or disabilities. This helps pupils manage their emotions and remain included in school life. Leaders review all incidents and provide appropriate support.

Early years

Expected standard

Leaders have strengthened early years provision. Adults know children well and plan learning from their starting points. Children settle quickly, feel safe and form positive relationships with adults. Clear routines help them share, take turns and grow in independence. Staff work with parents and previous settings to understand children's needs. They adapt teaching and resources so that children with special educational needs and/or disabilities can participate and learn.

The curriculum is carefully planned across all areas of learning. Staff give priority to communication, language, early reading and mathematics. Adults introduce new vocabulary through stories, songs and purposeful play. They talk with children, model words and ask questions to develop understanding. Children use language more confidently as a result.

Phonics is taught precisely. Children practise sounds and use them when beginning to read and write. In mathematics, they explore numbers through activities. Adults help children explain their ideas. Children develop the hand control they need for early writing.

Indoor and outdoor activities help children practise and extend their learning. Adults check what children know and adapt the support they give. Children are engaged and make progress from their starting points. They develop the knowledge and confidence they need for Year 1.

Inclusion

Expected standard

Leaders have established a welcoming and inclusive school. Staff understand pupils' needs and identify barriers early. They work closely with families and specialist professionals. This includes support for pupils who are known, or were previously known, to children's social care. Leaders regularly review the help that pupils receive and make changes when needed.

Pupils with special educational needs and/or disabilities (SEND) are fully included in school life. Teachers adapt learning so that pupils can take part alongside their classmates. In 'the hub', staff use clear routines, visual prompts and specialist resources. Pupils develop communication skills, learn and become more independent. They also spend time with their peers. Provision identified in pupils' education, health and care plans is generally delivered as intended.

Leaders use pupil premium funding to help disadvantaged pupils overcome barriers to their learning and wellbeing. They check pupils' progress and adjust support when necessary. This helps pupils participate in lessons and wider school life. Leaders have also checked arrangements for the alternative provision used by the school.

However, some short-term targets for pupils with SEND remain too broad. They do not always describe the smaller steps pupils need to take. This makes it harder for staff to check pupils' progress towards individual goals precisely.

Leadership and governance

Expected standard

Leaders and governors are committed to providing an inclusive education for all pupils. They know Mawsley and its changing needs well. They understand the expansion of 'the hub' and the challenges of a smaller mainstream roll. Pupils with special educational needs and/or disabilities (SEND) benefit from this inclusive approach. Leaders have secured improvements in early years and phonics. Their work with families has also improved attendance for some pupils. This demonstrates that leaders identify priorities and can bring about positive change. However, their work has not yet secured the same improvement in the wider curriculum. Leaders recognise that they need to strengthen how they review what pupils learn and remember across different subjects over time.

Governors know the school’s context and priorities. They fulfil their statutory duties, including regarding safeguarding arrangements. They provide appropriate support and constructive challenge. Governors understand the school. They recognise where further improvement is needed. They work with leaders to support and plan for the expanding specialist provision. Staff benefit from professional learning that helps them strengthen their teaching. Mentoring and protected time support staff, particularly those early in their careers. Staff feel valued and appreciate leaders' attention to workload and wellbeing. Leaders work effectively with the local authority and other professionals to improve provision for all their pupils. They welcome external challenge and use advice to refine their decisions. Most parents value the school's caring approach and communication and the support their children receive.

Personal development and wellbeing

Expected standard

Leaders provide a wide, inclusive range of opportunities for pupils to develop beyond their academic learning. Through lessons and assemblies, pupils learn about healthy lifestyles, respectful relationships and personal safety. They learn how to stay safe when online. Pupils understand why privacy and consent matter. Older pupils explain how to recognise healthy relationships and respect personal boundaries. Staff adapt learning to meet the needs of pupils with special educational needs and/or disabilities (SEND), including those in 'the hub'.

Pupils learn about different religions, cultures and families. They understand the importance of fairness and treating people with respect. Pupils also learn to recognise prejudice and challenge unkindness. They learn fundamental British values and the characteristics protected by law. This helps develop their understanding of diversity. Older pupils explain how democracy works. Elections for the pupil parliament give them experience of voting and expressing their views. Pupils help younger children with reading and take on responsibilities such as sports leadership. These roles help them become more confident and considerate. Younger pupils understand the school's values. Leaders are helping them develop a deeper understanding of different religions and beliefs.

Pupils enjoy clubs and activities, including sport, music, drama and art. These help them make friends, develop interests and try new experiences. Cultural events broaden their understanding of the world. The eco team gives pupils opportunities to care for their environment. Leaders check who takes part and remove barriers so that disadvantaged pupils and pupils with SEND can join in. They are developing clearer evaluation of how these experiences benefit pupils over time.

Staff know pupils well and provide pastoral support when needed. Trained adults provide sensitive individual help so pupils can manage their feelings and worries. Pupils develop friendships and trust adults to listen to them. This helps them feel safe, valued and part of the school community.

Needs attention

Achievement

Needs attention

Leaders know that achievement across the wider curriculum needs to improve. Pupils do not remember enough of their earlier learning. They do not always make clear links between subjects. This makes it harder for them to build on what they know.

Achievement in English and mathematics is improving. Published outcomes are broadly in line with those seen nationally. Outcomes for disadvantaged pupils have varied across small cohorts. Leaders have strengthened phonics teaching. More pupils read accurately. Phonics improvements are not yet reflected in published results, which remain below national averages. Published multiplication check outcomes have been below national averages over time.

Leaders identify pupils needing additional help and review their progress. Pupils with special educational needs and/or disabilities, including those in 'the hub', make progress from their starting points. In early years, leaders have developed a well-planned curriculum. This helps children build the knowledge they need for Year 1.

Curriculum and teaching

Needs attention

Leaders have not ensured that the wider curriculum is planned and taught well enough in some subjects. It is not always clear what pupils need to learn and remember over time. As a result, pupils sometimes remember activities rather than the intended learning. This leaves gaps in their knowledge and makes them less prepared for future learning.

The curriculum is generally well planned and taught in English and mathematics. Teachers usually explain ideas well and give pupils opportunities to practise. Staff regularly check learning and provide extra help when pupils need it. This helps pupils build knowledge in these subjects. Phonics teaching has become more precise. Staff teach sounds accurately and support pupils who need extra help. This ensures that more pupils learn to read.

Staff adapt teaching to meet the needs of pupils with special educational needs and/or disabilities. Pupils in 'the hub' benefit from carefully adapted lessons and suitable resources. These approaches help pupils take part and become more independent.

Leaders have secured improvements in phonics, English and mathematics. They have identified where the wider curriculum needs to improve. Leaders are now strengthening how the curriculum is sequenced across subjects. However, these changes are not yet fully embedded.

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

Pupils are happy and feel safe at Mawsley Primary School. Adults know them well and listen when they are worried. New pupils receive a warm welcome. Pupils are kind to one another and respect differences. They feel that they belong to the same school community.

Pupils behave well in lessons and around school. They are polite and keen to help. Older pupils support younger pupils and those who need extra help. Pupils play well together at breaktimes and lunchtimes. They say adults deal with bullying and unkind behaviour. Most pupils attend regularly, but some miss too much school. Staff work with families to help them attend more often.

Pupils enjoy lessons and want to learn. They read with growing confidence. Their work in English and mathematics is improving. However, across some other subjects, pupils do not always remember what they have been taught. They may recall an activity but not the important knowledge behind it. This leaves gaps that can make later learning harder.

Pupils with special educational needs and/or disabilities are fully integrated in school life. Staff adapt learning to meet their needs. Pupils in 'the hub' learn and spend time with their

peers. They take part in school events and build friendships. Adults help them develop independence and confidence.

Pupils enjoy clubs, music, sport and other activities. They take on roles in the pupil parliament and help with school events. Older pupils also read with younger pupils. These roles help them grow in confidence and care for others. Pupils learn about staying safe, including when they are online. They learn about fairness and why everyone deserves respect.

Children in the early years settle quickly. They enjoy stories, play and learning with adults. They develop early reading, number and language skills. They grow more independent and build good foundations for Year 1.

Next steps

- Leaders should strengthen the sequencing of important knowledge across the wider curriculum so that pupils build, remember and apply what they have learned.
- Leaders should make short-term targets for pupils with special educational needs and/or disabilities clearer and measurable so that progress towards individual outcomes is easier to review.
- Leaders should evaluate the impact of attendance support more closely, particularly for disadvantaged pupils, to secure improvements that are sustained over time.

About this inspection

The chair of the board of governors in this school is John Joy.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 6 and 7 October 2026.

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 leaders, staff, governors and the local authority link adviser during the inspection.

The inspectors confirmed the following information about the school:

The school includes additionally resourced provision for 36 pupils with special educational needs and/or disabilities, whose primary needs are communication and interaction and/or cognition and learning.

The school currently makes use of one alternative provision, which is unregistered.

Headteacher: Michelle Harris

Lead inspector:
Rob Della-Spina, His Majesty's Inspector

Team inspectors:
Heidi Bastock, Ofsted Inspector
Katie Towers, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 6 October 2026

School and pupil context

Total pupils

281
Close to 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: 268

School capacity

315
Close to 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)

13.88%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

16.37%
Well above 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: 4.1%

Pupils with special educational needs (SEN) support

10.32%
Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well 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)

Resourced provision and SEN unit

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	51%	62%	Below
2023/24 (final)	67%	61%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	64%	75%	Below
2023/24 (final)	79%	74%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	60%	72%	Below
2023/24 (final)	75%	72%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	59%	74%	Below
2023/24 (final)	88%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	25%	47%	Below
2023/24 (final)	29%	46%	Below

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	56%	63%	Close to average
2023/24 (final)	43%	62%	Below

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	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	63%	59%	Close to average
2023/24 (final)	43%	58%	Below

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	22%	61%	Below
2023/24 (final)	57%	59%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	25%	69%	-44 pp
2023/24 (final)	29%	67%	-39 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	56%	81%	-25 pp
2023/24 (final)	43%	80%	-37 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	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	63%	78%	-16 pp
2023/24 (final)	43%	78%	-35 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	22%	81%	-58 pp
2023/24 (final)	57%	79%	-22 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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
2025/26 (1 term)	5.3%	5.1%	Close to average
2024/25 (3 term)	5.9%	5.2%	Close to average
2023/24 (3 term)	5.2%	5.5%	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
2025/26 (1 term)	15.9%	14.4%	Close to average
2024/25 (3 term)	16.5%	13.0%	Above
2023/24 (3 term)	11.9%	14.6%	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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