

Leen Mills Primary School

Leen Mills Lane, Vaughan Estate, Hucknall, Nottingham, Nottinghamshire NG15 8BZ

Inspection dates

25–26 June 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders have not acted quickly enough to address the decline in outcomes in the early years. Not all children are well prepared for Year 1, particularly the most able, who do not make the progress that they should.
- Leaders' self-evaluation is overgenerous. They have not checked the quality of teaching and learning rigorously enough in all key stages.
- Leaders have not ensured that professional development has improved all teaching and learning across the school.
- The quality of teaching in the early years is not good. Teachers do not have consistently high expectations of what children can do.
- Teachers in the early years have not ensured that the environment supports children's learning effectively. Not all activities are purposeful or engaging.
- Teachers in the early years do not consistently provide children with the opportunity to deepen their understanding or build on what they already know and can do.
- Pupils do not make as much progress in some foundation subjects as in others. The quality of pupils' writing across the curriculum is inconsistent.

The school has the following strengths

- Pupils feel safe at school. Leaders have established an effective culture of safeguarding.
- Subject leaders have improved the quality of teaching and learning in mathematics and English. Teachers' subject knowledge has improved.
- The teaching of phonics is a strength of the school. Pupils make strong progress so that they can decode words fluently.
- Leaders have improved the progress of disadvantaged pupils through additional teaching.
- Pupils with special educational needs and/or disabilities (SEND) are supported well. The school's provision for pupils with social and emotional needs is highly effective.
- The 'creative curriculum' enriches pupils' learning and personal development. Pupils enjoy working with different age groups and become confident and articulate learners.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by ensuring that:
 - all self-evaluation is accurate and that leaders rigorously monitor the quality of teaching and learning in all key stages
 - all professional development improves the quality of teaching and learning
 - a greater consistency and higher expectations in the teaching of foundation subjects are established.
- Improve the quality of teaching and learning and thereby outcomes for pupils by ensuring that:
 - teachers have consistently high expectations of the quality of pupils' writing in all subjects.
- Improve the quality of early years by ensuring that:
 - the quality of teaching and learning is consistently good so that all children make the progress that they should
 - all adults have the highest expectations of what children can achieve
 - teachers plan activities which provide suitable challenge for all children, particularly the most able
 - children use both the classroom and outdoor area to develop their learning.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders have established a highly inclusive learning community. Pupils enjoy coming to school and parents are strongly supportive of the school's ethos of developing 'curious, creative and confident' learners.
- Since the previous inspection, leaders have used some of the information that they have about the performance of the school more effectively. Some of the leaders' self-evaluation has been used to plan effective improvements in the teaching of English and mathematics. However, not all this information has been used to improve all areas of the school and some self-evaluation is overgenerous. For example, the quality of teaching and learning in the early years has declined.
- Leaders have not acted quickly enough to improve the quality of teaching and learning in the early years. Leaders have not ensured that all staff have the highest expectations of what children can achieve. They have not ensured that there is an appropriate degree of challenge for all children.
- Leaders have not used monitoring and evaluation well enough to identify whether all teaching is demanding enough to extend pupils' learning. Leaders have not checked rigorously enough whether all additional teaching is making a difference to the progress that pupils are making.
- Leaders have ensured that staff have access to high-quality professional development. Subject leaders now have a clear understanding of their roles and responsibilities. They have improved teachers' subject knowledge in mathematics and English and established a more consistent approach to teaching and learning.
- Leaders are ambitious for the progress of disadvantaged pupils. They track their progress carefully. They ensure that where progress weakens, effective support helps pupils to catch up, and they check that this is making a difference. They are raising teachers' expectations and pupils' aspirations through imaginative visits that broaden pupils' horizons.
- The use of the primary physical education (PE) and sport premium is evaluated well so that provision can be improved where needed. Activities are organised for pupils who are less confident. Leaders check to see that these are making a difference. Leaders ensure that all pupils can participate in a wide range of sports. They develop pupils' experience of leadership through being 'sports ambassadors'.
- Leaders use their professional knowledge well to ensure that there is effective provision for pupils with SEND. They have established strong partnerships with support services and work with parents to ensure that plans meet pupils' needs. Leaders check regularly to make sure that pupils are making progress.
- The school's ethos is based on mutual respect and leaders have ensured that pupils have a strong sense of moral rules and responsibilities. Pupils demonstrate their care for the world around them as 'eco-warriors', for example, by running a sale of produce they have grown, recycled and made. Pupils' social development is enhanced through regular opportunities to work with pupils of all ages through the school's 'creative curriculum'. However, opportunities for spiritual and cultural development are less well

developed. Leaders have not ensured that the quality of teaching and learning is as high in all subjects as it is in English and mathematics.

- Leaders promote fundamental British values effectively. Pupils learn about democracy through voting. Pupils' views are represented at the school council. Visits, such as to The National Holocaust Centre and Museum, help pupils to become tolerant and respectful citizens. Pupils appreciate the opportunity to make choices, such as through deciding which aspect of education they would like to develop further on a Friday afternoon.

Governance of the school

- Governors have listened to the views of parents, staff and pupils to ensure that any concerns are addressed. They have ensured that appropriate pastoral support is in place for pupils, including service families.
- Governors' roles have developed within the school. Training has enabled governors to better understand the assessment information that the school uses. For example, they have met with leaders regularly to check that additional funding that the school has received is making a difference to the progress of vulnerable pupils.
- Governors have worked with leaders to identify some areas of the school which need further development. They have met with leaders, staff and pupils to check that improvements are being made and that the information that has been presented to them is correct. They are beginning to provide a challenge to leaders.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have ensured that appropriate checks take place before adults start to work with pupils. Governors make regular checks on safeguarding in the school. They have asked challenging questions and returned to see that new ways of working have been implemented.
- Staff training is up to date and systems for referring concerns are used well. Teachers know what to do if they are worried about a child and appropriate action is swiftly taken by leaders. Leaders work well with other agencies and challenge their responses when they feel that this is needed. They have developed strong partnerships with parents which are used well to ensure that there is appropriate support for the whole family.
- Pupils feel safe in school and the overwhelming majority of parents agree. Pupils can explain how they learn to keep safe online. Teachers ensure that pupils know how to set a secure password and how to keep personal information secure. Pupils learn about e-safety and know what to do if they receive an upsetting message online.

Quality of teaching, learning and assessment

Good

- The teaching of mathematics has improved. Teachers develop pupils' speed and accuracy in their recall of multiplication facts, increasing their fluency in mathematics. Teachers are careful to set work and ask challenging questions that develop thinking. They select problems that provide opportunities for pupils to use their reasoning skills

and explain their answers. If pupils do not understand new learning, their teachers explain in more detail.

- The teaching of phonics is good. Teachers plan lessons which swiftly build on what pupils already know. They provide opportunities for pupils to use their phonics to write sentences. Pupils in Year 2 can use suffixes and prefixes to change the meaning of words to make their writing more sophisticated.
- Teachers provide pupils with stimulating opportunities to write. They develop pupils' ability to improve their own work. Younger pupils can explain how adding adverbs and adjectives will make their writing more interesting. Older pupils can give examples of how they use puns and rhetorical questions. However, not all teachers expect the same quality of writing in all subjects.
- Teachers use good-quality fiction to inspire pupils' writing and develop reading comprehension. Pupils explore new words they come across using a range of strategies for working out the meaning of these words. Older pupils learned what a CV (curriculum vitae) was, and how to write one, in order to help them to understand a story.
- Adults develop pupils' scientific knowledge through 'forest school' sessions. They help pupils to identify animals and learn about habitats and classification.
- Pupils relish the opportunities their teachers plan for them to extend their building and construction techniques. Pupils consider how to join materials together to make the structures that they have designed. However, not all teaching allows pupils to develop a broad range of skills across the curriculum.
- The homework teachers set includes creative projects to extend pupils' learning. Leaders consulted with parents, who support this approach. Pupils feel that it prepares them well for secondary education.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are self-confident and articulate. They are unafraid to make mistakes and learn from them. They have positive attitudes and most pupils are committed to improving their work. They listen well to members of staff and to each other.
- Pupils' emotional health and well-being are supported well. Pupils who find less structured times, such as lunchtimes, more challenging are well supported. They learn to cooperate well by playing small games, for example. Other pupils enjoy the range of activities on offer outdoors. Pupils use the different outdoor areas responsibly during these times.
- Pupils can explain what is meant by bullying. They say while there are occasions when pupils fall out, there is little bullying. They feel that adults deal with issues of poor behaviour well and that all pupils are treated fairly. They know that if they have any worries or concerns, they can place these in the 'Worry Monster' and an adult will help them to sort their problem out.

- Keeping healthy is a part of the school curriculum and pupils enjoy trying to improve their fitness through 'the daily mile'. They can explain the importance of a balanced diet and enjoy the wide range of clubs on offer.
- The school provides additional support for pupils whose families serve in the armed forces. The Forces Club provides opportunities for pupils to talk to each other and share experiences that they have had. Leaders are seeking to improve this provision further by providing additional ways for pupils to keep in touch with parents who are serving overseas.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well around school, both when travelling around the building and during playtimes and lunchtimes. Pupils are friendly and polite and there are few instances of low-level disruption during lessons. The school's records indicate that there are very few incidents of poor behaviour, but these are closely monitored by leaders and dealt with appropriately.
- Leaders have high expectations of attendance and ensure that parents understand that their children need to be in school every day. There are clear systems in place to monitor pupils' attendance and support families where needed. Leaders challenge parents where attendance does not improve and work with external agencies where necessary. Pupils' attendance has improved and is above the national average. Persistent absence rates are lower than the national average and the persistent absence of disadvantaged pupils is declining.

Outcomes for pupils

Good

- Outcomes for pupils at the end of key stage 1 improved in 2018. The proportion of pupils who reached the expected and the higher standard in reading, writing and mathematics was in line with the national average.
- Pupils make strong progress in phonics. They use their knowledge of the sounds that letters make to read unfamiliar words. Reading books are well matched to ensure that pupils can practise the sounds that they know and become more fluent readers.
- Older pupils read widely and often. They use expression and intonation to make their reading enjoyable and demonstrate that they understand the meaning of what they are reading. They can talk about their favourite authors and why they have preferences for particular genres. They have a range of strategies to help them to read unfamiliar words. They make good use of the visible recommendations about books that they may find enjoyable and rewarding to read to help them to choose from a wider range of fiction.
- Pupils make strong progress in mathematics. Pupils select work that will challenge them and develop their understanding further. They respond well to examples which help them consolidate their learning and reinforce concepts that they have not previously understood.
- Pupils write fluently and most of their work is presented well. Pupils improve the quality of their writing by increasingly using correct spelling, punctuation and vocabulary. They

make strong progress. However, the quality of some pupils' written work in foundation subjects is not of such a high standard.

- Scrutiny of pupils' books indicates that most disadvantaged pupils make strong progress. Pupils have positive attitudes towards their work and are keen to grasp key skills. They have opportunities to practise these and so they can use these skills independently. The gap between the attainment of disadvantaged pupils and their peers is closing.
- Pupils with SEND receive well-considered support and undertake tasks which build on their prior learning. This enables them to make strong progress from their starting points.
- Year 6 pupils make strong progress in history. Pupils develop a sense of chronology and devise questions about the topic that they have studied. Younger pupils develop their knowledge about habitats around the world, building on their previous study of the local environment. However, pupils do not make strong progress in all foundation subjects.

Early years provision

Requires improvement

- Leaders' evaluation of the provision for the early years is overgenerous. The quality of teaching and learning has declined. Some children do not make as much progress as they could. Not all children are well prepared for Year 1.
- The proportion of children who reached a good level of development declined in 2018 and was below the national average.
- Teaching does not challenge all groups of children, particularly the most able. Staff do not always extend the most able children's knowledge or skills by asking them questions and extending conversations. Teachers do not have consistently high expectations of these children. Conversely, they support disadvantaged children to form letters correctly and hear them read more frequently so that they make stronger progress towards reaching a good level of development.
- Teachers do not organise the environment well enough so that it supports children's learning. Not all children learn to focus or persevere. Opportunities to develop children's learning are lost.
- Many children listen carefully to adults and cooperate well with each other. However, on occasions, some children's behaviour disrupts learning for others.
- Leaders have ensured that children are safe in the setting. They assess risks carefully and there is effective communication between adults. Staff understand their responsibilities regarding safeguarding.
- Teachers' subject knowledge of phonics is strong and children gain a secure understanding of the sounds that letters make. Children use this knowledge in their reading and writing. Most pupils use this knowledge to write independently and some pupils make strong progress from their starting points. However, teachers' expectations are not consistently high and, as a result, some children do not make as much progress as they should.
- Some children are enthused by the books that teachers introduce to them about their

topic based on ocean life. Some children create models inspired by their knowledge of sea creatures and can describe their features.

- Leaders prepare carefully before children with additional needs start. Leaders provide tailored advice and support for parents. Leaders communicate well with external partners. Staff use their guidance to help children gain important early skills. For example, they plan activities to help children to consolidate and practise speaking and listening.
- Children enjoy visits from people who work in a range of occupations, such as a nurse and firefighters. Children prepare questions to ask their visitors and explain what they learned from meeting them.
- Leaders have provided support for parents so that they know how they can help their child. For example, staff model how to share books with children during well-attended information sessions. Parents feel well supported and are pleased that the staff are approachable.
- Leaders prepare well for children's transition into the setting and are developing effective links with external providers. Leaders use these meetings to demonstrate strategies that school staff use to promote early learning.

School details

Unique reference number	122589
Local authority	Nottinghamshire County Council
Inspection number	10087368

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	397
Appropriate authority	The governing body
Chair	Tim Jenkinson
Headteacher	Russell Tew
Telephone number	0115 953 6688
Website	www.leenmillsprimary.co.uk/
Email address	office@leenmills.notts.sch.uk
Date of previous inspection	28–29 March 2017

Information about this school

- The school is a larger-than-average-sized primary school.
- The majority of pupils are from White British backgrounds
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils with SEND is below the national average.
- The school works with the George Spencer Teaching School Alliance.

Information about this inspection

- The inspection team observed learning in all classes. Some of these observations were undertaken jointly with the headteacher.
- Inspectors heard readers from key stages 1 and 2 and spoke with groups of pupils both formally and informally. They took account of the one view expressed on the pupil survey.
- Inspectors spoke with leaders in the school and scrutinised the school's assessment information.
- Inspectors spoke with parents bringing their children to school and took account of the 71 responses on Parent View.
- Inspectors spoke with staff. They took account of the 16 views expressed on the staff survey.
- Inspectors scrutinised a range of documents which the school provided, such as safeguarding plans, records of visits and monitoring throughout the school and development plans. The lead inspector spoke with the vice chair of the governing body and three other governors.

Inspection team

Hazel Henson, lead inspector	Her Majesty's Inspector
Karen Slack	Ofsted Inspector
Shaheen Hussain	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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