

# Inspection of Leamington Primary and Nursery Academy

Clare Road, Sutton-in-Ashfield, Nottinghamshire NG17 5BB

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Inspection dates: 26–27 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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>
Overall effectiveness at previous inspection	Not previously inspected

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

Leaders believe in the pupils of Leamington. They do all they can to help pupils achieve their dreams and ambitions. Pupils are proud of their achievements and their school. They work hard and want to get even better. Pupils know that staff give them the highest levels of care. The whole school community works together to give pupils new and enjoyable experiences. They want Leamington to be 'The best school in the universe.'

Parents and carers told us how hard staff work to make sure that pupils feel safe and happy in school. Parents appreciate this, with one saying, 'The school is a warm, welcoming place where everyone is valued.' Pupils behave well. They are polite, friendly and caring. They say that bullying is rare. They say that when it does happen it gets sorted out quickly. Pupils told us that they 'just love coming to school.'

Staff want to unlock each pupil's potential. They give them many interesting and exciting things to learn and do. Pupils enjoy visits to the National Space Centre, Magna and Hardwick Hall. They run their own clubs, learn to play the keyboards and visit care homes to talk to the elderly residents.

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

Senior leaders, together with the trust, have transformed the quality of education that pupils receive. Pupils' achievement has never been better.

Leaders know how important it is that pupils learn to speak and read fluently. They have designed an effective English curriculum. Leaders know what knowledge pupils need and the order in which they need to learn it. Teachers deliver high-quality phonics lessons. They model clearly the sounds that different letters make. Teachers share classic stories with pupils. Pupils hang on every word. Teachers work hard to build pupils' vocabulary. They help pupils understand difficult words such as 'drought' and 'sinew'.

Leaders want all pupils to enjoy reading. They make sure that pupils borrow books from the library and attend the 'reading café' at lunchtimes. They reward pupils for reading at home using the 'reading legends' scheme. However, some of the books that pupils read at home and at school are too hard for them.

Leaders have set out what knowledge pupils need to gain in mathematics and geography. Teachers understand what pupils already know and what they need to learn next. Pupils' work in these subjects is of a high standard. They achieve well.

Leaders have introduced a new curriculum for physical education (PE). They have sequenced the knowledge and skills they want pupils to know and remember. However, some staff do not feel confident enough to teach the curriculum with

expertise. Some pupils have gaps in their learning and do not achieve as well as they could.

The provision for pupils with special educational needs and/or disabilities (SEND) is highly effective. Leaders and staff know pupils very well. They plan just the right levels of help and support. Teaching assistants adapt the learning for these pupils so they can access the same knowledge as others. Pupils with SEND catch up.

Children in the early years get off to a flying start. The learning environment is bright and engaging. Staff build strong relationships with children. Leaders have planned an exciting and meaningful curriculum. For example, children learn about nocturnal animals and night time. They enjoy stargazing sessions and visits from owls.

Staff have high expectations of pupils' behaviour. Pupils stick to the school rules. They know that they need to 'be in the right place, at the right time, doing the right thing.' Pupils with complex behavioural needs receive very good support.

Pupils are tolerant and respectful. They enjoy visiting different places of worship such as Sikh gurdwaras. They enjoy being responsible for important tasks in school. They have many roles, such as librarians, 'scholars', who help school leaders to plan the curriculum, and the 'catering crew'. They work hard to help their community, for example by raising money for food banks.

Senior leaders, the trust and local governors are an effective team. They care about staff. They make sure that staff workload is manageable. Staff are proud to work at the school. Staff morale is very high.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that the safety and welfare of pupils are of paramount importance. Leaders and the family support workers work tirelessly, and act quickly, to keep pupils safe from harm. They have an extensive knowledge of pupils and their families. They understand their role in supporting families. They support parents in managing behaviour. They provide help in improving attendance and in developing better mental health.

Leaders ensure that staff are well trained in safeguarding procedures. Members of the local governing body regularly check staff's safeguarding knowledge. Leaders keep detailed records of safeguarding concerns.

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

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

- The books that some pupils read at home and at school are sometimes too demanding. Some pupils are not able to decode words accurately or fluently enough. Leaders should make sure that teachers select pupils' books carefully, ensuring that pupils have the appropriate phonics knowledge needed to read them independently.
- Leaders know that some pupils have gaps in their knowledge and skills in PE. Leaders have recently introduced a new curriculum for this subject. However, not all teachers have the secure knowledge that they need to teach this subject. Some do not feel confident to deliver the curriculum. Leaders should ensure that teachers receive further training and support so that they can teach PE effectively and ensure that pupils achieve well.

## 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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

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

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.

## School details

<b>Unique reference number</b>	143945
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10110033
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	455
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Neil Robinson
<b>Headteacher</b>	Kaye McGuire
<b>Website</b>	<a href="http://www.learmingtonpa.org.uk">www.learmingtonpa.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The academy was re-brokered and became part of The Flying High Trust in January 2017.
- A new headteacher and deputy headteacher have been appointed since the academy joined the trust.
- Pupil numbers have risen significantly over the last two years.

## Information about this inspection

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

- Inspectors met with the headteacher, deputy headteacher, curriculum leaders, the special educational needs coordinator, the early years leader, two trustees, two members of the local governing body and four representatives of the trust.
- Inspectors examined the quality of education that pupils receive in reading, mathematics, PE and geography. They visited lessons, scrutinised pupils' work, listened to pupils reading and spoke with pupils and teachers about their lessons.
- A wide range of documents were scrutinised, including those relating to safeguarding, behaviour, the school's plans for improvement and curriculum

planning. Inspectors considered information about pupils' achievement from published information and information on the school's website.

- Inspectors took account of the 14 responses to Ofsted Parent View, Ofsted's online questionnaire. There were four responses to the staff survey. There were six responses to the pupils' survey.

### **Inspection team**

Steve Varnam, lead inspector

Her Majesty's Inspector

David Heald

Ofsted Inspector

Claire Stylianides

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