

# Inspection of New Lubbesthorpe Primary School

Tay Road, Lubbesthorpe, Leicester LE19 4BF

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Inspection dates: 31 October and 1 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Natalie Hackett. This school is part of OWLS Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Peter Merry, and overseen by a board of trustees, chaired by Dr Jonathan Tedds.

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

Pupils love coming to this inclusive school. Pupils are respectful, well-mannered and polite. This has not happened by accident. Staff model respectful and positive relationships. Pupils are a credit to the school.

The school has high expectations of pupils' learning and behaviour. Pupils work hard, and many say that they enjoy learning. Pupils are taught about their feelings, and about ways to recognise and manage these independently. Pupils behave well.

The school's outdoor areas are well equipped and maintained. There is careful consideration of the activities planned for the 'happy lunchtime' sessions. These include sports, craft, hopscotch and music, which plays every day. This provides pupils with many opportunities to develop their physical and mental health and well-being.

Pupils can take on roles of responsibility, such as being a member of the school council. They are proud of the playground markings they planned and organised. They spoke about how the school is 'even better now due to the school council work'.

Parents and carers praise the education and care their children receive. A typical comment was, 'My children are happy at this school and the teaching staff support their personal and academic growth.' There is a real ethos of care for everyone in this inclusive school.

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

The school has produced a well-considered curriculum. It has identified the most important knowledge that pupils need to know in all subjects. This is broken down into smaller steps that pupils learn in a logical order. There is a focus on developing children's vocabulary right from the start.

The curriculum for mathematics identifies what pupils should learn. It is clear how knowledge builds over time. In the early years, the setting is rich with mathematical representations. These are also included in playground markings, so that mathematics is included in all areas of the school.

Teachers' subject knowledge is strong, and they are passionate about what they teach. Most teachers assess pupils' knowledge and understanding frequently in class. This information helps teachers to identify when pupils have gaps in their knowledge and to inform their planning. However, assessment procedures are not fully developed across all subjects and classes. Sometimes, teachers do not always identify misconceptions and gaps in pupils' knowledge.

Many teachers use activities and resources that help all pupils learn. However, sometimes the activities selected do not help pupils to learn the key knowledge and intended curriculum as effectively as possible.

Reading is a priority in the school. The library is well stocked and used. There are books in classrooms that have been selected by pupils, and author visits are included to further develop a love of reading. Teachers ensure that pupils read texts that explore diversity. This helps pupils to broaden their understanding of the wider world. Teachers and other adults have received training to ensure that they deliver the phonics programme well. Pupils receive reading books that are well matched to their reading development. Pupils who struggle to learn to read get extra support and practice.

Pupils with special educational needs and/or disabilities (SEND) receive the support they need. This support is well tailored. Teachers adapt their teaching to ensure that pupils with SEND learn the same curriculum as their peers.

Children in the early years want to learn. Most children know the class routines. Teachers are passionate and knowledgeable and create a warm and caring environment. Children have the opportunity to learn through play. However, the curriculum in the early years does not clearly identify precisely enough the key knowledge or skills that the school wants children to develop over the year.

Pupils' behaviour is positive at the school. Most pupils behave very well in lessons and work hard. They build supportive relationships with staff and each other. Leaders train staff to model positive behaviours and create a culture of respect.

The personal development curriculum is extremely strong. The school wants to give opportunities to broaden pupils' horizons. The school has designed an enrichment programme that means all pupils experience memorable moments as part of the '101 things I'll do while at New Lubbesthorpe' checklist. The school's 'characteristics of success' are embedded in the curriculum. The children strive to acquire these characteristics and live by them.

The school is preparing pupils exceptionally well for life in modern Britain. Pupils are very knowledgeable about fundamental British values, and they understand the importance of showing respect. They explain that everyone should be treated equally.

The school is well led. The governing body, trustees and staff all work together in the best interests of all pupils. The school staff feel well supported. They are extremely proud and happy to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Some aspects of the curriculum need further refinement. The use of formative assessment needs developing to ensure that it consistently identifies gaps and misconceptions in pupils' knowledge. The school also needs to make sure that teachers ensure that activities and the work given to pupils are effective in enabling the content to be understood and learned. This will enable all pupils to have the opportunity to progress well through the curriculum.

## 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>	147089
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10298532
<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	355
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Dr Jonathan Tedds
<b>CEO of the trust</b>	Peter Merry
<b>Headteacher</b>	Natalie Hackett
<b>Website</b>	<a href="http://www.newlubbesthorpe.leics.sch.uk">www.newlubbesthorpe.leics.sch.uk</a>
<b>Date of previous inspection</b>	5 June 2019, under section 8 of the Education Act 2005

## Information about this school

- The school is part of OWLS Academy Trust.
- The school does not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement 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.
- The inspectors met with the headteacher, other school leaders and members of the governing body and trust.

- The inspectors carried out deep dives in these subjects: reading, mathematics, physical education, science and history. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to groups of pupils about their learning and looked at samples of pupils' work. An inspector listened to pupils in Year 1 and Year 2 read to a member of staff.
- Inspectors observed pupils' behaviour in lessons and around the school site during playtime.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the view 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' interest first.
- Inspectors spoke with groups of pupils and staff and considered the responses to Ofsted Parent View, Ofsted's online survey, and to the staff survey.

### **Inspection team**

Dawn Ashbolt, lead inspector	His Majesty's Inspector
Dave Ellison-Lee	Ofsted Inspector
Ian Toon	Ofsted Inspector

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