

Inspection of a school judged good for overall effectiveness before September 2024: Leamington Primary and Nursery Academy

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

Inspection dates: 10 and 11 June 2025

Outcome

Leamington Primary and Nursery Academy has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Kaye Burrett. This school is part of the Flying High Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Chris Wheatley, and overseen by a board of trustees, chaired by Neil Robinson.

What is it like to attend this school?

Guided by the school's motto, 'Nurture and love to educate,' Leamington Primary and Nursery Academy demonstrates genuine care for every pupil and their families. This ethos complements the school's clear ambition to raise aspirations and set high expectations for all pupils. As a result, pupils at the school thrive, both personally and academically.

Pupils are happy and safe. They treat one another with kindness and respect. Courteous behaviour and well-established routines help pupils to stay focused and to persevere when faced with challenges.

The curriculum helps pupils develop leadership skills and positive mental health. Enquiry questions encourage them to recognise that their voices and opinions matter. For example, pupils explore thought-provoking questions, such as, 'Am I too small to matter?'

Pupils engage in a wide range of activities and consistently give their best. They enjoy learning and speak with pride about their achievements. Some are excited to represent the school at the trust awards at a local arena. Others take the lead in organising cultural events at the school, helping their peers to appreciate difference and diversity.

Most parents and carers value the school's friendly and welcoming culture. They express pride in how much their children learn and grow during their time there.

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

The school, alongside the trust, has a clear and ambitious vision that shapes its work. Together, they implement systems and procedures with consistency and shared understanding. This leads to positive outcomes for pupils.

The school's curriculum is broad, rich and carefully structured. From the early years onwards, pupils build knowledge in a logical way that helps them to make meaningful connections over time. There is a strong commitment to equity, particularly for pupils with special educational needs and/or disabilities (SEND). Careful, well-thought-out adaptations allow them to succeed.

Staff monitor pupils' progress through the curriculum closely. Each lesson follows the 'Leamington Flow'. This consistent structure supports pupils to recall and revisit prior learning. When teachers identify gaps in pupils' understanding, they adapt their teaching to ensure that pupils secure the most important knowledge.

The curriculum places strong emphasis on developing pupils' communication and oracy skills. Language and sentence structures are taught explicitly. Pupils are expected to use ambitious vocabulary to explain and justify their thinking. Occasionally, teachers' explanations are less clear or precise. This affects how well pupils grasp the intended learning.

Reading is a clear priority across the school. Staff benefit from well-considered training. This strengthens their subject knowledge and helps them to teach reading well. When necessary, pupils receive prompt, targeted support with their reading to catch up. This ensures that no one is left behind. Reading books are well matched to pupils' phonics knowledge, allowing them to develop fluency and confidence.

Children in the early years develop positive learning behaviours that prepare them well for their education journey. The curriculum is purposeful, offering hands-on, language-rich experiences. For example, during a visit to Sutton Lawn, children collected natural materials to explore shapes and create artwork inspired by the style of Andy Goldsworthy.

Pupils with SEND learn to sustain their attention and develop their communication and interaction skills. They enjoy singing rhymes, following routines and exploring sounds in words. Staff help pupils with SEND to build positive learning habits in a supportive environment.

A well-considered approach to improving attendance supports pupils and their families. Staff invest time in building trusting and supportive relationships with families. They signpost families to relevant local services if they need extra help. This proactive approach contributes to clear improvements in both pupils' behaviour and their attendance.

The school promotes pupils' broader development effectively. Pupils show respect for different faiths, cultures and ways of life. They understand how to keep themselves safe and can recognise the signs of healthy relationships. A wide range of sports fixtures and extra-curricular activities help to build their teamwork, confidence and resilience. The school makes sure that all pupils, including those with SEND, have full access to these valuable opportunities.

Staff feel valued and are proud to be part of this school. They appreciate the support provided by the school and the trust to help reduce their workload. However, some staff feel that further adjustments could help make their work even more manageable.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, teachers' explanations do not help pupils to recall the intended learning. When this occurs, pupils' learning slows. The school should ensure that staff have the necessary expertise to teach the curriculum as it intends.
- While staff appreciate the school's efforts to reduce their workload, some think more could be done to make their work more manageable. As a result, some staff do not feel as well supported as they could be. The school should continue to collaborate with staff to make sure that they feel well supported to manage their responsibilities.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in November 2019.

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

Unique reference number	143945
Local authority	Nottinghamshire County Council
Inspection number	10347655
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	469
Appropriate authority	Board of trustees
Chair of trust	Neil Robinson
CEO of the trust	Chris Wheatley
Headteacher	Kaye Burnett
Website	www.learmingtonpa.org.uk
Dates of previous inspection	26 and 27 November 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Flying High Trust.
- The deputy headteacher and inclusion leader have been appointed since the previous inspection.
- The school uses one unregistered alternative provision.

Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- During the inspection, the inspector met with the headteacher, members of the school's senior leadership team and a selection of subject leaders, teachers and support staff.

- The inspector met with various trust leaders, including the CEO of the trust and those responsible for governance.
- The inspector visited a sample of lessons, spoke to some pupils about their learning, looked at samples of pupils' work and met with some staff.
- The inspector scrutinised a wide range of documents, including those related to pupils' wider development, behaviour and attendance. The inspector also observed pupils' behaviour in lessons, around school and during breaktime.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector met with staff and parents onsite. The inspector also considered their views shared through the relevant Ofsted surveys.

Inspection team

Shaheen Hussain, lead inspector

His Majesty's Inspector

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