

Inspection of Leen Mills Primary School

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

Inspection dates: 6 and 7 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Leen Mills Primary is a joyful and welcoming place. The pupils demonstrate the school's three values of being curious, creative and confident. They are well cared for and proud of their school. One pupil reflected, 'The school makes you feel like you are a member of a large family, and everyone is included.'

Warm relationships ensure that behaviour is positive from the classroom to the playground. Pupils say that they are happy and feel safe. They are respectful of one another and work well together in lessons. Pupils are polite to visitors, adults and each other. Pupils consistently say that the reason they love this school is because of the teachers.

Leaders have high aspirations for all pupils, including those with special educational needs and/or disabilities (SEND). The school is very inclusive.

Parents and carers are overwhelmingly positive about the school. A common view of parents is that 'the school has an overall feeling of care, trust and respect'. Another parent commented, 'The commitment Leen Mills has, not only towards children's education but also towards their health and well-being, is amazing.'

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

Leaders have worked hard to review the school's curriculum, demonstrating the highest ambition for all. This includes for pupils with SEND. Leaders have identified the important knowledge that pupils need to know and remember. Subject leaders have ensured that the curriculum is sequenced so that new learning builds on what pupils already know. As a result, pupils know and remember more over time.

Often, teachers assess pupils' knowledge and understanding well. They use this information to identify when pupils might have gaps in their knowledge. However, assessment procedures are not fully embedded or consistent across all subjects. The intended learning outcomes in lessons are ambitious. However, teachers' expectations of the work produced in some lessons are not always high enough to achieve those outcomes.

Teachers have strong subject knowledge. They plan interesting lessons that help pupils to learn. Teachers use skilful questioning to help pupils recall important knowledge. They encourage pupils to discuss their learning and share their ideas.

Pupils with SEND are well catered for. Leaders have clear systems in place to identify pupils who may have specific needs. They ensure that pupils with SEND are supported well to access the same curriculum as their peers. Leaders ensure that pupils with SEND are included in all aspects of school life. The school's 'treehouse' offers a calm and well-considered space, where experts are on hand to support pupils.

Leaders have thought carefully about the teaching of phonics and early reading. There is a consistent approach to the teaching of phonics, which starts with the children in the early years. Staff have received appropriate training. Frequent and accurate assessments mean that pupils who might fall behind are easily spotted. Teachers fill knowledge gaps quickly through extra phonics sessions. Pupils become capable readers who love books.

Children in the early years get off to a good start. Leaders have prioritised the early years. The children benefit from clear structures and routines. They tidy resources and move to their next task efficiently. Teachers' interactions with pupils in the early years are high quality and supportive. The well-planned and delivered early years curriculum prepares pupils well for the next stage.

The curriculum extends beyond the academic. There is a well-sequenced personal, social and emotional development programme in place. Leaders are clear about their ambition for all pupils to gain a broad range of experiences. This is done through residential trips and the wide range of clubs on offer. Pupils take part in projects and charity fundraising.

There are activities that support pupils' spiritual, moral, social and cultural development. However, leaders are aware that they need to further develop this part of the curriculum so that children get more opportunities and experiences to deepen their understanding, particularly of different faiths, religions and cultures.

Pupils are friendly and polite to visitors. They behave well in lessons and work hard. This has not happened by accident. Teachers model positive behaviour. Pupils show respect and support for one another. One pupil quoted the school's motto: 'when you enter this loving school consider yourself part of this extraordinary family.' Pupils live and breathe this.

Senior leaders know their school well. They are ambitious and hardworking. Leaders provide regular training and consider staff's well-being and workload. Governors provide leaders with an effective balance of challenge and support. Staff are extremely proud and happy to work at the school and be part of 'team Leen Mills'.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the pupils well. All staff receive safeguarding training and regular updates about how to keep pupils safe. They are knowledgeable about the local issues that may affect their pupils.

Leaders are quick to act when they are aware of a concern, involving other agencies when necessary. Those responsible for checking the safeguarding arrangements do so rigorously. Leaders keep accurate records.

Pupils learn how to understand and manage risks they may face, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are aware that some aspects of the curriculum need further refinement, particularly in ensuring that teachers' use of assessment consistently identifies gaps and misconceptions in pupils' knowledge and that expectations are consistently high. Leaders must ensure that assessment processes and the delivery of the curriculum in all subjects are of equally high quality so that pupils learn as well as they should.
- Pupils do not have a fully developed and broad understanding of other faiths, religions and cultures. Leaders should ensure that pupils receive sufficient opportunities and develop a deeper understanding of these aspects of 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](#)' 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

Unique reference number	122589
Local authority	Nottinghamshire County Council
Inspection number	10268217
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	338
Appropriate authority	The governing body
Chair of governing body	Emma Paine
Headteacher	K Goldson
Website	www.leenmillsprimary.co.uk
Date of previous inspection	9 June 2021, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

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

- The inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, history and religious education. For each deep dive, inspectors discussed the curriculum with curriculum leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors considered the range of documents that the school keeps with regard to safeguarding. They spoke with pupils, staff and governors about safeguarding arrangements.

- Inspectors met with governors and spoke to a representative of the local authority. They spoke with parents at the beginning of the school day and took account of views expressed through Ofsted Parent View.
- Inspectors spoke with groups of staff. They also took into account the views shared through the survey for staff.

Inspection team

Dawn Ashbolt, lead inspector

His Majesty's Inspector

CT Atwal

Ofsted Inspector

Gary Fullwood

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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