

Old Mill Primary School

URN: 144837 | Inspected: 18 November 2025

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement

Expected standard

Pupils generally achieve well. They achieve outcomes in line with or above national in the end of key stage assessments. This includes pupils in the early stages of their education. Pupils can recall their learning connected to the different subjects that they study. Disadvantaged pupils achieve well and above their peers nationally. Pupils with special educational needs and/or disabilities make progress through the curriculum from their starting points. The school supports pupils in the early stages of learning to read well. Pupils quickly gain the knowledge and skills that they need to read accurately and fluently. Any pupil who is behind in reading gets the help that they need to catch up quickly. Some pupils have not secured the necessary skills in spelling and handwriting to ensure that they are prepared for their

next steps

in education.

Curriculum and teaching Needs attention

Some pupils do not secure the necessary foundations in knowledge and skills connected to spelling and handwriting. This means that they are not as well prepared for their

next steps

as they should be. The quality of feedback that pupils receive is inconsistent. As a result, some pupils' errors in basic knowledge and skills re-occur, particularly in relation to spelling, handwriting and sentence construction. Leaders' recently introduced strategies have a sharper focus on helping pupils master the basics in grammar, punctuation, spelling and handwriting. However, this is at too early a stage to impact on pupils' achievement.

Leaders have ensured that the curriculum is suitable and well designed for each subject and year group. The curriculum is ambitious. It sets out the key knowledge and skills that pupils need to learn in a clear, progressive order. Staff have secure subject knowledge. They question pupils skilfully to check their understanding in lessons. Teaching models new concepts well, providing clear examples for pupils to follow. Important knowledge that pupils need to remember is routinely revisited. Teachers adapt the curriculum well to support pupils with special educational needs and/or disabilities. For example, staff use images alongside written materials to help pupils

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understand key learning.

What it's like to be a pupil at this school

Pupils at Old Mill Primary School are proud of their caring school. They enjoy their lessons and feel part of a welcoming school community. Through the school motto of 'striving for excellence, going for gold', they build their understanding of what it means to be an effective learner and a good citizen. The school has an inclusive, nurturing ethos. Pupils are happy. Relationships between staff and pupils are warm and respectful. Friendly, attentive staff meet and greet pupils each day, making them feel safe and valued. Pupils benefit from staff's kindness and supportiveness. The school's inclusive culture and practice ensures that pupils with special educational needs and/or disabilities and disadvantaged pupils are included in all aspects of school life. There are a range of exciting activities available to all pupils. These include a host of trips to enhance the curriculum and develop pupils' talents and interests. All pupils learn important skills through the school's outdoor learning provision. Leaders ensure that pupils facing any barriers to their learning receive the support that they need to be able to enjoy school life. Most pupils achieve well in end of key stage 2 tests. However, some pupils have gaps in their basic knowledge and skills. This includes their skills connected to spelling and handwriting. This means that some pupils are not as well prepared for their

next steps

as they could be. Pupils attend highly. They are welcoming and polite. Most pupils listen respectfully to staff and their classmates alike. Pupils understand the importance of treating everyone equally and fairly. Bullying is rare at the school and pupils know how to report it if they have concerns.

Next steps

- Leaders should ensure that staff are aware of the pupils who have not yet secured the necessary foundations in key areas, such as spelling and handwriting, and that gaps in foundational knowledge and skills are identified and closed quickly.
- Leaders should ensure that staff have the knowledge and skills that they need to identify and resolve pupils' misconceptions swiftly in order to avoid pupils making repeated mistakes.
- Leaders should ensure that they accurately monitor the work being undertaken to further improve the school. This will ensure that they are clear on the impact of their work leading to consistently strong standards across all areas of the school's work.

Early years

Expected standard

Children in the early years benefit from a well-considered curriculum. Reading and the teaching of phonics is prioritised within the early years setting. Children are quickly helped to learn the sounds that they need to be able to read and blend to make words. Children talk positively about the stories that they read and the songs that

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they learn. The curriculum in the early years supports children in developing their language and communication. Children receive opportunities to develop their confidence in speaking and reading aloud to their peers. Parents and carers are positive about the start to school that their children experience. Staff spend time getting to know children before they start school to ensure that they are aware of their starting points. Staff make suitable adaptations to support children if they have any particular needs. Children are encouraged to develop their awareness of being and staying healthy. Children understand the importance of brushing your teeth and eating a healthy diet. Leaders recognise the importance of high-quality interactions with children in the early years, including when they are playing. However, staff do not deepen pupils learning and vocabulary when they are engaged in play-based activities as well as they could.

Inclusion

Expected standard

Inclusion is at the centre of the school's ethos. Leaders identify pupils' needs quickly and accurately. They recognise and respond to any emerging or changing needs that pupils might have due to changes in circumstance. Leaders ensure that staff have the necessary knowledge to support pupils overcome their individual barriers to academic or personal success. Staff know which pupils require additional support. They ensure that pupils receive timely help so that pupils can access the curriculum and wider aspects of school life. The school provides a wide range of external and internal support for pupils with special educational needs and/or disabilities (SEND). This includes specialist support for pupils with social, emotional and mental health needs. Leaders have identified that some aspects of the checks on learning, for a minority of pupils with SEND, are not as precise as they could be. This means that the impact of some of the interventions is not always clear. The school knows the needs of its disadvantaged pupils well. Leaders use pupil premium funding to improve the quality of teaching and learning. This helps disadvantaged pupils to thrive. Disadvantaged pupils benefit from the school's wide variety of enrichment activities, such as participation in trips and clubs.

Leadership and governance

Expected standard

Leaders have high ambitions for all pupils, particularly those facing additional barriers. They have created an inclusive culture, where pupils feel safe and happy. They recognise the school's strengths and the priorities for further development. Leaders have made changes to the curriculum in response to pupils' needs, including a greater focus on learning important number facts. However, some of the checks on the curriculum do not always provide leaders with an accurate picture of their impact on some pupils' learning. Staff feel valued by leaders. They appreciate how leaders are mindful of their workload and wellbeing. Staff benefit from a considered, high-quality professional learning programme. Those in the early stages of their teaching career get the guidance and support that they need to develop their classroom practice. The trust supports and challenges the work of the school. Trustees meet their statutory responsibilities. They ensure leaders' decisions are always made in the best interests of pupils. Leaders work effectively with other agencies to ensure that pupils and staff are

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provided with the necessary guidance that they need.

Leaders work with parents and carers, providing families with additional support when needed. Parents feel listened to and value being part of the school community. Personal development and well-being Expected standard The school caters well for pupils' personal development. The personal, social, health and economic (PSHE) curriculum helps pupils to understand themselves and the world around them. Pupils learn about how to stay safe, including online. They develop an understanding of healthy lifestyles. They benefit from support that helps them to look after their mental health. The school's relationships and sexual health education (RSHE) curriculum is appropriate. Pupils develop their understanding of respectful relationships. Teachers adapt learning effectively to ensure that pupils, including those with special educational needs and/or disabilities (SEND), can access important knowledge within the PSHE and RSHE curriculums, whatever their starting points. Leaders ensure that pupils learn about and respect difference. Teachers in every subject help pupils to develop their understanding of cultures and peoples who may be different to themselves. Pupils gain an understanding of fundamental British values, including through a carefully designed programme of assemblies. This learning is reinforced by the range of educational visits that pupils take part in. The school provides pupils with opportunities to develop their social skills. All pupils attend outdoor learning sessions. These help pupils to develop their communication and teamwork skills. House captains support their peers to take part in different aspects of school life. Wellbeing ambassadors provide emotional support for other pupils. Reading leaders help pupils build their confidence with their reading. This means pupils themselves play a role in helping to foster a sense of community. Leaders take an inclusive approach. Pupils with SEND and disadvantaged pupils are prioritised to ensure they have access to clubs, educational visits and leadership roles. Pupils are well prepared for their lives beyond school. They recognise the importance of treating people with kindness and respect. Needs attention

Attendance and behaviour

Expected standard

Leaders consistently and effectively promote the importance of attending school well, to pupils, parents and carers. They have put in place clear systems to identify when any pupil's attendance is dropping and take swift and impactful action. Leaders and staff are supportive when working with pupils and parents. They have ensured that the school is an inviting and welcoming place that helps pupils to want to attend. Any barriers to pupils' attendance are well known by leaders and every effort is made to reduce those challenges. As a result, pupils at this school consistently attend at levels above the national average. Pupils behave well. Most pupils have positive attitudes towards their learning. They are able to concentrate on their learning in calm and purposeful classroom environments. Most pupils take pride in their achievements. Leaders have established clear principles and strategies for the management of pupils' behaviour. Staff consistently apply these principles. The recognition and rewarding of pupils' achievements is central to the school's approach. Pupils' attitudes and actions contribute to the respectful and inclusive culture at the school. Pupils feel safe and appreciate the care and attention they receive from staff.

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For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/old-mill-primary-school-leicester>