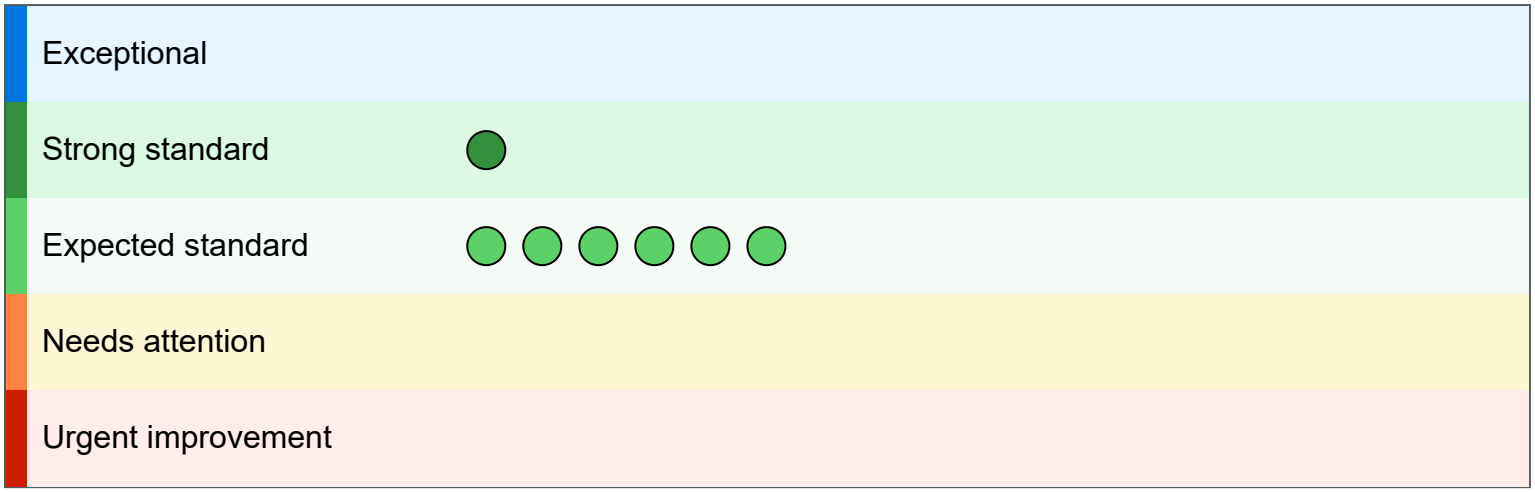
Little Eaton Primary School

Address: Alfreton Road, Little Eaton, Derby, Derbyshire, DE21 5AB

Unique reference number (URN): 112580

Inspection report: 6 October 2026



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.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Attendance and behaviour

Strong standard

Leaders and staff have high expectations for attendance. Attendance is consistently high and has remained above the national average over several years, including for disadvantaged pupils and pupils with special educational needs and/or disabilities. The number of pupils who miss school frequently is low and has reduced further over time. Leaders understand attendance across the school and know pupils and their families well. They quickly identify changes in attendance and work closely with families to understand and remove any barriers that may prevent pupils from attending. Leaders' carefully considered actions have led to sustained improvements in attendance for pupils who previously attended less often.

Pupils behave very well in lessons and during social times. Leaders and staff establish clear expectations that pupils understand and follow. Staff identify quickly when individual pupils need additional help to manage their behaviour and adapt provision to meet their needs. These well-considered adaptations help pupils to regulate their behaviour, engage successfully in learning and enjoy school. Pupils become increasingly independent and take responsibility for supporting others. They are polite, respectful and considerate, contributing to a calm and purposeful school. Bullying is rare. Leaders ensure that staff address any unkind or inappropriate behaviour consistently and help pupils resolve concerns successfully.

Expected standard

Achievement

Expected standard

Pupils achieve well across the curriculum. They produce work of a high quality and build securely on what they have learned before. Pupils remember important knowledge and make connections between different aspects of their learning. They use what they know confidently when tackling new learning and develop the knowledge and skills they need to be well prepared for the next stage of their education.

Pupils achieve particularly well in reading and mathematics. Results in national tests have been consistently above the national average in these subjects, including for pupils reaching the higher standard. Disadvantaged pupils and pupils with special educational needs and/or disabilities also achieve well from their different starting points. In writing, outcomes have been broadly in line with the national average over time. Leaders have taken appropriate action to develop pupils' writing further. Pupils' work shows improvements in the accuracy, fluency and presentation of their writing.

Curriculum and teaching

Expected standard

Leaders have developed a well-planned curriculum that identifies what pupils should learn and how this builds over time. Leaders ensure that staff have the knowledge and expertise

they need to teach the curriculum consistently well. Regular training, shared planning and feedback help teachers to develop their practice. Leaders also check the quality of teaching and respond when further development is needed. As a result, teaching is generally consistent and of a high quality across the school.

Leaders ensure that pupils learn to read through a consistent approach to phonics. Staff teach sounds accurately and use assessment to identify pupils who need additional support. Pupils who need longer to become confident readers continue to receive appropriate phonics teaching. In mathematics, teaching develops pupils' fluency, reasoning and use of mathematical language. Teaching in phonics and mathematics is particularly effective.

Across subjects, teachers generally use assessment well to check pupils' understanding and address misconceptions. Teachers revisit previous learning so that pupils build their knowledge over time. Staff make appropriate adaptations so that pupils with special educational needs and/or disabilities access the curriculum alongside their peers. Leaders identify aspects of teaching that can be improved and take effective action. For example, recent work to address how handwriting is taught is already improving pupils' handwriting.

Early years

Expected standard

Leaders have established a purposeful curriculum across the 7 areas of learning. Leaders have identified the important knowledge and skills children need and ensure that learning builds over time. Children are happy, settled and engaged. Staff establish clear routines and warm relationships that help children become increasingly independent. Staff model language carefully and use vocabulary that develops children's communication and understanding. Purposeful activities and play give children regular opportunities to explore ideas and practise what they learn.

Staff teach phonics consistently and give children regular opportunities to develop early reading and writing. Staff identify children who need additional help and respond to their individual needs. This includes children with special educational needs and/or disabilities. Leaders work closely with parents and carers and use external expertise when needed. This helps staff understand children's needs and provide suitable support. Adults interact positively with children during activities and play. Their questions and conversations help children develop their language, share their ideas and become increasingly confident learners.

Children achieve well from their different starting points. This means that they are well prepared for Year 1. Leaders ensure that children feel safe, secure and well cared for throughout the day.

Inclusion

Expected standard

Leaders have effective systems to identify pupils' additional needs at an early stage. Leaders ensure that staff understand the needs of pupils with special educational needs and/or disabilities (SEND). Staff use this knowledge to make appropriate adaptations to teaching and to remove barriers to learning. Leaders check the progress of pupils with SEND and use this information to refine the support provided. As a result, pupils with SEND access the curriculum alongside their peers and participate fully in school life.

Leaders have developed additional provision for pupils with more complex needs. This provision is tailored to individual needs so that pupils receive more personalised support while remaining part of the wider school community. Leaders draw on specialist advice and work closely with parents and carers to ensure that staff understand and respond to pupils' needs.

Leaders understand the barriers that disadvantaged pupils may face. Leaders use additional funding thoughtfully to provide academic and wider support according to pupils' individual needs. Leaders ensure that disadvantaged pupils have access to the wider opportunities available at the school. As a result, these pupils are included fully in school life and benefit from the same broad range of experiences as their peers.

Leadership and governance

Expected standard

Leaders understand their pupils and the community that the school serves. They are ambitious for their pupils. To this end, they ensure that their decisions prioritise pupils' welfare and academic success. For example, they have carefully reviewed the curriculum, to maximise how well pupils learn and achieve.

Leaders gather detailed information about the school's impact on pupils' welfare and achievement. However, they do not always consider this information precisely enough to be able to refine further their work to develop the very highest quality of provision.

Leaders ensure that staff have access to professional development and external expertise. This helps staff develop their knowledge and improve their practice. Leaders also carefully consider staff workload and wellbeing. Staff are positive about the support they receive and are proud to work at the school.

Leaders work closely with parents and carers and respond to the needs of pupils and families. Parents are overwhelmingly positive about the school and the support their children receive. Leaders work constructively with external partners and draw on expertise to strengthen the school's work. This outward-looking approach helps leaders to respond to priorities and supports continued improvement.

Governors understand the school and provide appropriate support and challenge. The governing body maintains oversight of its statutory responsibilities and shares leaders' high expectations for pupils. Leaders and governors are ambitious for pupils and remain focused on providing the best possible education and support.

Personal development and wellbeing

Expected standard

Leaders provide a broad personal development programme that helps pupils to become confident, responsible and respectful. Leaders and staff provide opportunities beyond the academic curriculum that enable pupils to discover and develop their interests. They introduce pupils to activities such as sport, music and chess and provide residential visits that help older pupils to develop independence and confidence. These experiences encourage pupils to try new activities and pursue interests beyond school. Leaders take steps to remove barriers to participation so that disadvantaged pupils and pupils with special educational needs and/or disabilities can benefit from the wider offer.

Leaders give pupils meaningful responsibilities as they move through the school. As play leaders, older pupils support younger children. School councillors and pupil presidents contribute to decisions about school life. These roles help pupils to understand how they can make a positive difference to others. Staff teach pupils how to build healthy relationships and look after their own wellbeing. Pupils understand their emotions and use strategies to regulate how they feel. Leaders ensure that pupils learn how to keep themselves safe, including when online, and understand risks they may encounter. Staff provide effective pastoral support when pupils need additional help, enabling them to participate fully in school life.

Leaders ensure that pupils learn about people whose lives, beliefs and backgrounds may differ from their own. They provide experiences, including visits to places of worship, that bring this learning to life and broaden pupils' understanding of different communities. Staff help pupils to understand democracy by giving them opportunities to contribute their views and see how decisions are made. Pupils understand why rules matter and demonstrate fairness, tolerance and respect towards others. Leaders bring together the curriculum and wider experiences to develop pupils' understanding of the world beyond school and their responsibilities towards others.

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

Pupils are happy and proud to belong to this welcoming school. Attendance is high, reflecting pupils' positive experience of school. Pupils behave very well in lessons and at social times. They value their friendships and describe adults as kind and helpful. Pupils know that staff will listen and help if something worries them. Children in the early years settle quickly into school life, learning routines and becoming increasingly independent. Older pupils enjoy being role models and helping younger children.

Pupils enjoy learning and produce work of a high quality across the curriculum. They achieve particularly well in reading and mathematics. Pupils remember what they have learned and make connections with earlier learning. They particularly enjoy practical experiences, such as investigations in science. Pupils take pride in their work and develop confidence as learners. Those who need additional help receive support that enables them to learn alongside their friends and participate fully in school life.

Pupils benefit from many experiences beyond their usual lessons. They enjoy learning outdoors through forest school and speak fondly about visits to the zoo, farm and an aquarium. Residential visits give older pupils opportunities to become more independent. Pupils also explore their interests through activities such as chess, sport and music. They value contributing to school life through the school council and through responsibilities such as being school presidents, play leaders and monitors.

Pupils understand the importance of being kind and fair. They learn about different beliefs and cultures and show respect for people whose lives may be different from their own. Pupils learn how to keep themselves safe, including online, and how to look after their wellbeing. As they move through the school, pupils become increasingly confident,

independent and responsible. They are well prepared for the next stage of their education and for life beyond school.

Next steps

- Leaders should continue to strengthen the implementation of the writing curriculum so that pupils' achievement in this subject is consistently in line with the high standards seen in reading and mathematics.
- Leaders should refine the rigour of their oversight of all aspects of the school to support them in their work to provide the very best support and education for their pupils.

About this inspection

The chair of the board of governors in this school is Carolyn Burke.

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

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and a range of other school leaders during the inspection. The lead inspector spoke with representatives of the local authority and of the school's governing body. Inspectors spoke with pupils, staff, parents and carers.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher : Paul Schumann

Lead inspector:
Rob Perkins, His Majesty's Inspector

Team inspectors:
Joanne Ward, Ofsted Inspector
Karen Slack, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 6 October 2026

School and pupil context

Total pupils

187
Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

210
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

5.88%
Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

5.35%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

9.63%
Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	67%	62%	Close to average
2023/24 (final)	77%	61%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	83%	75%	Above
2023/24 (final)	94%	74%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	70%	72%	Close to average
2023/24 (final)	77%	72%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	73%	74%	Close to average
2023/24 (final)	91%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R

Year	This school	National average	Compared with national average
2025/26		49%	
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26		63%	
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26		60%	
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26		62%	
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26		70%	
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26		81%	
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26		79%	
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26		82%	
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

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‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	3.9%	5.1%	Below
2024/25 (3 term)	3.6%	5.2%	Below
2023/24 (3 term)	4.2%	5.5%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	8.1%	14.4%	Below
2024/25 (3 term)	7.6%	13.0%	Below
2023/24 (3 term)	5.3%	14.6%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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