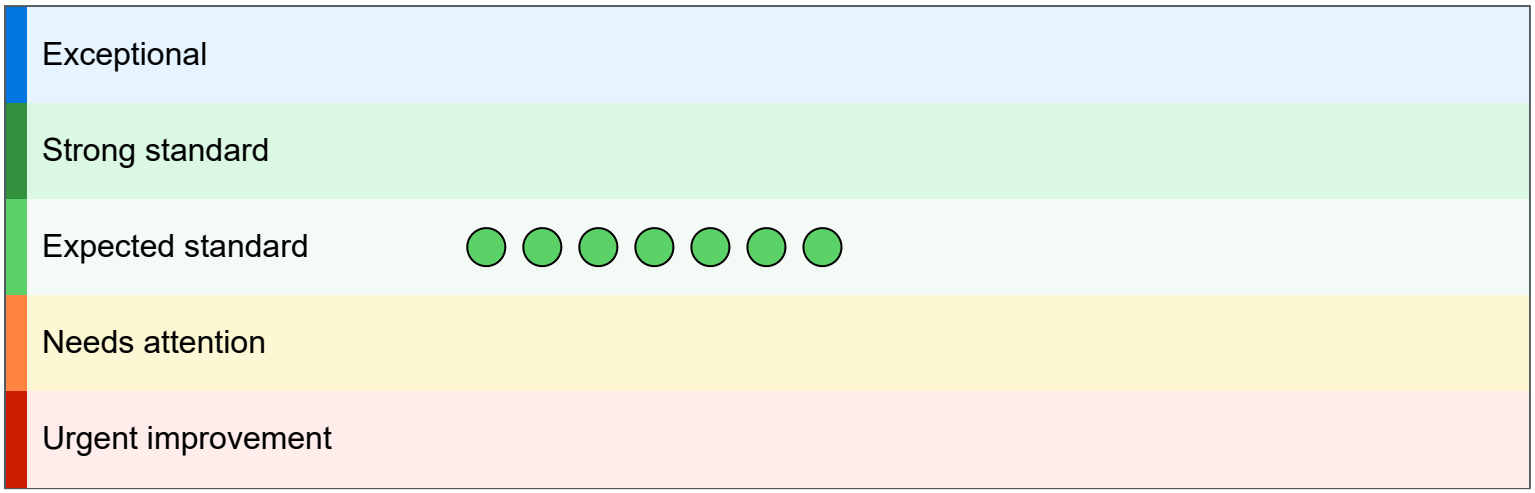
Red Hill Field Primary School

Address: Copt Oak Road, Narborough, Leicester, Leicestershire, LE19 3EF

Unique reference number (URN): 139344

Inspection report: 8 September 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.

Expected standard

Achievement

Expected standard

By the end of key stage 2, many pupils, including those who are disadvantaged or have significant barriers to their learning, achieve very well in national tests, often attaining above national averages. Most pupils are extremely well prepared for the next stage of their education. However, achievement is not yet consistently secure or embedded enough to reach a strong standard. Although outcomes across subjects at the end of key stage 2 are improving, they remain inconsistent. Some of the most able pupils do not achieve as highly as they could.

Leaders ensure that pupils quickly gain a secure grasp of the foundations in reading, writing and mathematics from an early stage. Pupils' achievement in the multiplication tables check and in the spelling, punctuation and grammar tests is significantly above the national average, for example.

Pupils with special educational needs and/or disabilities receive expert support and make considerable progress from their starting points.

Attendance and behaviour

Expected standard

Leaders have strengthened the approach to attendance since the previous inspection. They make close and thorough checks and take early and effective action to ensure that pupils are safe, in school and learning. Staff have built extremely positive and trusting relationships with parents and carers. They work in partnership to address the barriers to good attendance that may exist, often going above and beyond to make sure that pupils are in school. As a result, pupils' attendance has improved. The attendance of all pupils, including disadvantaged pupils is above the national average. This is a real success story. However, the number of disadvantaged pupils who are persistently absent from school or at risk of this measure still remains too high.

Pupils are extremely polite and well behaved in lessons and at more social times around school. They show great care and consideration of each other and their teachers. Pupils do not fear bullying or harassment. They enjoy the wonderfully equipped outdoor provision and said that they feel lucky to have such a lovely space in which to play.

A growing proportion of pupils with special educational needs and/or disabilities and those with barriers to learning are joining the school. Leaders have worked diligently and with external experts to ensure they take highly inclusive approaches to the management of some of these pupils' behaviour. This is having positive impact.

Curriculum and teaching

Expected standard

Leaders have designed an ambitious and well-sequenced curriculum, including for pupils in mixed-age classes. They monitor and review the curriculum regularly to check its effectiveness. Over time, leaders have made precise and purposeful adaptations to ensure it

meets pupils' learning needs. For example, they have recently strengthened the school's phonics programme and are currently enhancing the handwriting curriculum.

Reading is a clear priority across the school. Although the phonics programme is relatively new, it is already having significant impact. Pupils, including children in the early years, now benefit from phonics teaching that is consistently strong. Staff match reading books closely to pupils' learning needs, and pupils receive specialist support if they need to catch up. As a result, more pupils, including those with special educational needs and/or disabilities (SEND), are gaining the knowledge and skills needed to become confident and fluent readers.

Staff generally implement the curriculum well and adapt it skilfully for pupils with SEND. However, assessment information is not always used as effectively as it could be to ensure appropriate levels of challenge. At times, pupils' errors and misconceptions are not picked up or addressed quickly enough. Pupils' learning points are not always fully understood and then successfully built upon. This means some pupils, including those with barriers to learning and the most able, sometimes repeat the same mistakes or do not deepen their understanding.

Early years

Expected standard 

This is an exciting time for early years provision within the school. Leaders' vision to ensure that all children make the strongest possible start to their learning is now becoming a reality. The long-anticipated pre-school has opened. Leaders have designed a curriculum that reflects this expansion but this is in the early stages of development. Within the provision leaders plan children's learning with care, they identify starting points accurately, and build systematically on what children already know. Staff use their detailed knowledge of each child to guide teaching. They model language effectively, ask purposeful questions and help children to extend their vocabulary. Children were eager, for example, to explain what happened in the Roman Colosseum.

From Nursery onwards, even at this early stage of the school year, children understand and follow routines well. They learn manners and courtesy, treat one another kindly and sustain concentration for extended periods. Children respond politely to adults and follow instructions with care. Their safety and welfare are absolute priorities, and as a result, children are happy and ready to learn.

Children who need extra support to catch up or who have gaps in their learning receive focused attention from skilled staff. Staff adapt activities thoughtfully and provide additional guidance when needed. This helps children grow in confidence and make clear progress from their starting points. Children feel safe and well cared for. Children are well prepared for Year 1.

Inclusion

Expected standard 

This is a caring and inclusive school. Staff know pupils and their families extremely well. They use well-established systems to assess pupils' needs and put support in place without delay. Parents and carers value the care and guidance their children receive.

Leaders work successfully to remove barriers to pupils' learning. They adapt the curriculum appropriately and ensure well-trained staff teach it. They seek professional advice, welcome specialists into school and adjust provision so that pupils, including those known to social care, receive the support they need. Leaders use additional funding effectively, and it has a positive impact on the learning and behaviour of the most vulnerable pupils. Disadvantaged pupils and pupils with special educational needs and/or disabilities make good progress from their starting points and achieve well. However, the persistent absence of some disadvantaged pupils remains a priority for leaders.

Leaders monitor the support pupils receive and adjust provision quickly as pupils' needs emerge or change. At times, the essential hands-on work involved in supporting the most vulnerable pupils reduces leaders' capacity to carry out the rigorous monitoring needed to act systematically and use well-analysed data to secure sustained improvement.

Leadership and governance

Expected standard 

Leaders know the school and its community extremely well. They have an accurate understanding of the school's strengths and are clear about the next steps needed to sustain improvement. Leaders demonstrate strong moral purpose. They are fully committed to ensuring that Red Hill Field Primary School is an inclusive community where all pupils can achieve, thrive and feel a sense of belonging.

Trustees provide effective governance. Clear structures ensure that leaders receive appropriate support and are held to account. Statutory requirements are met. Local governance has recently changed. This positive development gives the school additional support from knowledgeable individuals who care deeply about its success.

Staff are extremely proud to work at the school and to serve the community. They feel well supported by leaders and value the care taken to protect their workload, work-life balance and wellbeing. Staff benefit from high-quality training opportunities, including those provided by the trust. They share ideas and good practice within school and across trust-wide networks. Many parents speak highly of the school and appreciate the support their children receive.

Leaders have established extremely positive relationships with parents and the wider community. Leaders and staff greet families at the school gates each day, ensuring regular and meaningful contact between home and school. The parent-teacher group, (The Friends of Red Hill Field), is a significant asset. It raises funds and, importantly, brings parents, carers, staff and pupils together to strengthen the school community.

Personal development and wellbeing

Expected standard 

Leaders plan the personal, social and health education curriculum with care. They ensure that pupils gain the knowledge and confidence they need to be ready for life beyond school. The curriculum reflects the local context and addresses the risks pupils may face, including online risks. It provides additional support for pupils who are more vulnerable or who have special educational needs and/or disabilities (SEND). Staff use picture charts, for example, to excellent effect so that all pupils, including those with SEND, can learn and communicate

their understanding. Pupils learn about important topics in an age-appropriate way, including changing bodies and positive relationships.

Leaders plan the religious education curriculum well and enrich it through assemblies and visits to places of worship. Pupils speak confidently about fundamental British values and the importance of diversity, equality and respect. The school's values of respect, harmony and fulfilment are meaningful to pupils. They said that they work hard to live up to them.

Many pupils benefit from opportunities to broaden their interests and develop new talents. They can choose from a wide range of clubs and activities, including sports clubs, residential visits and enrichment events such as 'Roman day', bake sales and charity activities. Although many pupils enjoy these wider opportunities, they are not yet tailored well enough to ensure that as many pupils as possible who face barriers to learning, including pupils with SEND, can participate regularly and benefit fully.

Leaders are determined to develop pupils' character and encourage participation in wider school life. Pupils take great pride in their ambassador roles. 'Eco warriors' speak confidently about their work to protect the environment and their aim to help create a safer world for the future. The pupil council has successfully secured additional play equipment in response to pupils' requests.

Pastoral care is a real strength. Leaders know pupils and their needs extremely well. They provide expert help and support that makes a clear difference to pupils who need it most, including the most vulnerable. Pupils, including those with SEND, learn a range of strategies to express and understand their feelings. Quiet spaces are available if pupils need them, and wellbeing sheets in classrooms help pupils share any worries. Pupils say their teachers are kind, always ready to help, and help them feel safe and happy.

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

Pupils say they feel pleased and proud to attend Red Hill Field Primary School. They arrive each morning with a spring in their step because staff greet them warmly at the start of the day and help them settle to their learning. Attendance has improved. Pupils report that they feel safe and secure in school and know they can speak to many trusted adults if they have any worries. They understand the risks of bullying, including when online. Pupils say bullying is extremely rare, and when it does occur, staff act quickly and effectively.

Pupils rise to the extremely high expectations set by their teachers. Pupils, including those with special educational needs and/or disabilities, work hard to uphold the school's values of respect, harmony and fulfilment. They enjoy the rewards that recognise their efforts. Staff use diligence and skill to support pupils who need help to manage their feelings and behaviour, often providing timely and effective guidance when needed. As a result, these pupils remain in school and continue their learning. Rules and routines are well understood and consistently followed, including in the early years. This is a happy school community. Pupils cooperate well and enjoy their learning. They treat one another with kindness and care.

Typically, pupils achieve well and are well prepared for their next steps in education. Pupils, including disadvantaged pupils, attain above the national average in combined reading, writing and mathematics at the end of key stage 2. They show increasing fluency and confidence in mathematics and accuracy in their use of English grammar, punctuation and spelling. However, some of the most able pupils do not achieve as highly as they could in some areas, including writing.

Pupils have a voice in school. Ambassadors, for example, contribute to the school's continued improvement and act as role models for younger children. Pupils' experiences are broadened, and talents are found through many activities including residentials, theatre trips and events. Pupils really enjoyed the pantomime and said that they cannot wait until they go again!

Next steps

- Leaders and those responsible for governance should continue the work to improve curriculum planning and implementation, including in the early years, and to achieve and sustain strong standards of teaching which then has a significant impact on the achievement of all pupils, particularly of the most able pupils.
- Leaders should continue the highly effective work, including with parents, carers, outside agencies and the local authority, to reduce the number of the most vulnerable pupils that are at risk, or who are actually, persistently absent from school.
- Leaders should continue to build capacity so that they can consistently enhance the opportunities and experiences of disadvantaged pupils and those with special educational needs and/or disabilities (SEND). They should strengthen further the rigorous monitoring needed to act even more systematically and to secure sustained improvement, including in the management of the most vulnerable pupils' behaviour.

About this inspection

This school is part of Learn Academies Trust which means that others have responsibility for leading the school. The trust is run by the chief executive officer (CEO), Jane Jones, and overseen by a board of trustees, chaired by Patrick Rendall.

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.

Inspection activities:

Inspectors met with the headteacher and other senior leaders. The lead inspector met with the deputy CEO of the trust and members of the local trust committee.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The school has undergone two significant changes since the last inspection. The headteacher took up the substantive post in September 2025. The school opened the Little Learners pre school provision in September 2026.

Headteacher: Rachel Watts

Lead inspector:
Jayne Ashman, His Majesty's Inspector

Team inspectors:
George Huthart, Ofsted Inspector
Adrian O'Malley, 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 8 September 2026

School and pupil context

Total pupils

235
Close to 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

315
Close to 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)

14.47%
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

7.23%
Above 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

9.79%
Below average

What does this mean?

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

National average: 15%

Location deprivation

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	69%	61%	Above
2024/25 (final)	77%	62%	Above
2023/24 (final)	59%	61%	Close to average
2022/23 (final)	70%	60%	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	82%	74%	Above
2024/25 (final)	88%	75%	Above
2023/24 (final)	78%	74%	Close to average
2022/23 (final)	78%	73%	Close to average

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	81%	72%	Above
2024/25 (final)	84%	72%	Above
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	86%	71%	Above

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	79%	73%	Close to average
2024/25 (final)	79%	74%	Close to average
2023/24 (final)	78%	73%	Close to average
2022/23 (final)	78%	73%	Close to average

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	56%	46%	Above
2024/25 (final)	S	47%	S
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	50%	44%	Close to average

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	69%	62%	Close to average
2024/25 (final)	S	63%	S
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	50%	60%	Close to average

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	75%	59%	Above
2024/25 (final)	S	59%	S
2023/24 (final)	67%	58%	Close to average
2022/23 (final)	83%	58%	Above

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	88%	60%	Above
2024/25 (final)	S	61%	S
2023/24 (final)	100%	59%	Above
2022/23 (final)	83%	59%	Above

‘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	56%	68%	-11 pp
2024/25 (final)	S	69%	S
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	50%	66%	-16 pp

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	69%	80%	-11 pp
2024/25 (final)	S	81%	S
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	50%	78%	-28 pp

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	75%	78%	-3 pp
2024/25 (final)	S	78%	S
2023/24 (final)	67%	78%	-11 pp
2022/23 (final)	83%	77%	6 pp

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	88%	80%	8 pp
2024/25 (final)	S	81%	S
2023/24 (final)	100%	79%	21 pp
2022/23 (final)	83%	79%	4 pp

‘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
2024/25 (3 term)	4.5%	5.2%	Close to average
2023/24 (3 term)	4.2%	5.5%	Below
2022/23 (3 term)	4.4%	5.9%	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
2024/25 (3 term)	9.5%	13.0%	Below
2023/24 (3 term)	6.9%	14.6%	Below
2022/23 (3 term)	11.7%	16.2%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at https://reports.ofsted.gov.uk.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester

M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright