

Inspection of a school judged good for overall effectiveness before September 2024: Mowmacre Hill Primary School

Tedworth Green, Leicester, Leicestershire LE4 2NG

Inspection dates:

13 and 14 May 2025

Outcome

Mowmacre Hill Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Isaac Howarth. This school is part of Discovery Schools Academies 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), Paul Stone, and overseen by a board of trustees, chaired by Richard Bettsworth.

What is it like to attend this school?

The school is a happy, vibrant and welcoming learning community. Pupils enjoy learning here. They are well supported by staff. Pupils understand the school's values: to belong, persevere, succeed and imagine. They say these values help them to know how they should learn and treat others.

The school has high expectations of what pupils can achieve and how they should behave. Most pupils progress well through the curriculum. Many pupils join the school at different times throughout the year. The school has ensured that these pupils are well supported. As a result, they settle in quickly and understand what is expected of them.

Most pupils behave well in lessons and at social times. They enjoy being rewarded with 'monster points' for meeting the school's values and behaving well. At social times, pupils enjoy taking part in many well-organised activities. There are positive relationships between staff and pupils. Pupils are respectful to others.

Pupils enjoy taking on leadership roles in school. They are proud to be lunchtime leaders, class ambassadors and members of the pupil parliament. Many pupils enjoy taking part in activities that develop their interests. For example, they attend football, choir, roller skating, breakfast club and the e-sports club.

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

The school has developed an ambitious and well-organised curriculum that meets the needs of pupils. From the early years to key stage 2, it is clear what knowledge, skills and vocabulary pupils will learn and when. In 2024, pupils' published outcomes in the phonics skills check and national key stage 2 tests in reading and mathematics were low. This was mainly due to some pupils not getting the extra support they needed to address gaps in their learning. The school has been quick to act to ensure that pupils, including those with special educational needs and/or disabilities (SEND), now get the support they need. Teachers ensure that pupils learn ambitious vocabulary in all areas of the curriculum. This is helping pupils to read and write well. In morning activities, pupils practise multiplication tables and reading. This supports them well in developing their fluency in these areas.

Teachers have secure subject knowledge. They carefully explain new topics to pupils. They provide effective opportunities for pupils to recap prior learning. This supports pupils in remembering what they have learned. Teachers check pupils' understanding well. They quickly resolve any gaps in learning or misconceptions that pupils may have. Most pupils produce high-quality work that shows they are progressing well.

A significant number of pupils join the school at different points during the year. The school quickly identifies any gaps in learning these pupils may have. These pupils then get well-thought-out support to access the curriculum and achieve well.

The school is committed to ensuring that every pupil gains the knowledge and skills to read well. This starts in the early years. Staff expertly introduce children to new vocabulary. They develop children's communication skills well. Children begin to learn phonics as soon as they start in the Reception Year. Staff are well trained and deliver effective phonics sessions. The school accurately identifies any gaps in pupils' phonics knowledge. Pupils get regular and effective extra support to address these gaps. As a result, most pupils develop the knowledge and skills they need to become confident readers.

The school accurately identifies the needs of pupils with SEND. Staff meet the needs of these pupils well. They adapt activities so that these pupils can access the curriculum and achieve well.

The school has established clear routines that pupils understand and follow. In early years, children concentrate well on carefully chosen activities in a calm and nurturing environment. They learn how to take turns and cooperate with others.

Most pupils have positive attitudes to learning. The school promotes the importance of pupils' attendance. It carefully tracks pupils' attendance and works effectively with parents and carers to help address any problems that might stop pupils from attending regularly.

The school's personal development programme is comprehensive. Pupils learn about healthy lifestyles and how to be safe online. They learn about different religions and

cultures. They know that everyone should be treated fairly. Pupils also learn about fundamental British values and how to follow them. They are well prepared for their next steps.

Staff are proud to work at the school. They are supported well by leaders. Staff benefit from a well-thought-out programme of professional development. This helps them deliver better teaching for pupils. Those responsible for governance know the school well and provide effective challenge and support. Trust leaders have taken effective action to ensure that the school continues to improve.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils' outcomes in the phonics skills check in 2024 were low. Some pupils did not become confident readers as quickly as they could. The school should ensure that it continues to embed effective phonics teaching and interventions so that more pupils meet the expected standard in phonics.
- There has not been a consistent use of assessment information to identify and address gaps in pupils' knowledge. This has resulted in some pupils not achieving as well as they could, especially in reading and mathematics in key stage 2. The school should ensure that staff have the necessary expertise to identify and close gaps in pupils' learning effectively.

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 to be 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 June 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	141137
Local authority	Leicester
Inspection number	10347598
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	367
Appropriate authority	Board of trustees
Chair of trust	Richard Bettsworth
CEO of the trust	Paul Stone
Headteacher	Isaac Howarth
Website	www.mowmacrehill.org.uk
Dates of previous inspection	18 and 19 June 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of Discovery Schools Academies Trust.
- The school uses two registered alternative provisions.
- The headteacher was appointed in June 2024. The deputy headteacher was appointed in August 2024.

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.
- The inspector spoke to the headteacher and deputy headteacher.
- The inspector met with trust leaders.

- The inspector met with the chair and members of the local advisory board.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- 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 considered the responses to Ofsted's staff and pupil survey and Ofsted Parent View, including the free-text responses.
- The inspector spoke to pupils and observed pupils' behaviour during lessons and at social times.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

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