

Overseal Primary School

Address: Woodville Road, Overseal, Swadlincote, Derbyshire, DE12 6LU

Unique reference number (URN): 112603

Inspection report: 10 March 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ 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

Inclusion

Strong standard 

Leaders have a remarkably detailed understanding of the needs of disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Starting in the early years, leaders quickly identify any barriers to learning that pupils may have. Leaders use impressive expertise and work with parents and carers and external specialists to create bespoke support plans. Leaders put support in place that fully addresses barriers that could hinder pupils' physical, social and emotional development. Leaders give staff precise guidance about how best to support pupils. When necessary, leaders put in place targeted training. Consequently, staff gain the specialist knowledge they need to deliver highly effective support.

Leaders closely check the progress of pupils with SEND. When doing so, they listen to the views of parents and pupils to ensure that the best possible support is in place. They swiftly make alterations when aspects of support plans are not working as well as they should.

Leaders' well-considered support for disadvantaged pupils is based on the most recent research and national guidance about effective practices. Staff work with great focus to help disadvantaged pupils do well at school. As a result, disadvantaged pupils are well supported to live up to leaders' ambition that pupils achieve and shine.

Expected standard

Achievement

Expected standard 

Overall, pupils learn the curriculum well. Pupils typically learn the knowledge of reading, writing and mathematics they need for their next steps in education. Some pupils, however, have not secured accurate spelling. Nearly all pupils become fluent readers by the end of key stage 1. The school's effective support for pupils who find reading tricky ensures that they gain confidence and improve their reading.

In national tests, over 3 years, pupils typically achieve at least in line with national expectations. In 2025, there was a noticeable decline in pupils' performance in some national tests. The school has resolved the issues that affected this. The achievement of current pupils is much improved. Similarly, pupils' work in books and lessons demonstrates that they also achieve well in subjects other than English and mathematics. However, occasionally, teachers do not notice when pupils forget or misunderstand something they have been taught. When this happens, pupils develop gaps in their knowledge.

Attendance and behaviour

Expected standard 

Leaders have promoted the importance of regular attendance effectively. Overall attendance and the attendance of disadvantaged pupils has consistently been close to national averages or higher. This has not always been the case for pupils with special educational

needs and/or disabilities (SEND). In response, leaders put in place effective measures. Leaders work successfully with pupils and families when pupils find regular school attendance difficult. As a result of leaders' support, these pupils' attendance improves.

Leaders and staff established clear routines that pupils and children in the early years understand and happily follow. Pupils are inquisitive and enjoy learning. They live up to leaders' expectations that pupils work hard. In lessons, they are focused and typically learn without distractions. They also demonstrate determination to overcome any challenges they face. Children in the early years have fun learning together.

The school's well-embedded ethos of kindness permeates the school. Pupils are proud of the awards they receive, such as 'afternoon tea', for demonstrating the school's values. When pupils demonstrate unwelcome behaviour, staff swiftly and effectively correct it so that pupils' behaviour improves. Pupils who find it difficult to recognise and adjust their behaviour are well supported. They learn how to manage their emotions and maintain positive behaviour.

Curriculum and teaching

Expected standard 

Leaders have in place a well-designed curriculum. They have an accurate understanding of the quality of the curriculum based on thorough evaluations. As a result, leaders and staff make ongoing improvements. For example, staff have made notable improvements to the quality of the curriculum and teaching in mathematics. Leaders ensure that the curriculum covers the full national curriculum in preparation for secondary school. Curriculum plans are logically organised so that pupils build knowledge over time in sensible steps.

Leaders' programme of professional development ensures that staff have the subject knowledge and skills needed to teach the curriculum effectively. Staff also precisely follow leaders' guidance about how best to adapt learning activities to meet the needs of pupils with special educational needs and/or disabilities.

Starting in the early years, staff place appropriate focus on teaching what pupils need to read, write and use mathematics effectively. When pupils find reading difficult, staff provide effective support to help them read fluently. However, the teaching of spelling is not as effective as other areas of the curriculum.

Staff routinely check what pupils know and can do. Occasionally, however, staff do not identify or address instances of pupils forgetting or misunderstanding something. When this happens, pupils develop gaps in their knowledge.

Early years

Expected standard 

The early years curriculum is designed and taught effectively. Children learn the necessary knowledge to be prepared for key stage 1. Children spend much of their time developing their language in discussion with each other and staff. Staff model the use of sophisticated language and vocabulary. They help children to become more articulate and use 'powerful words'. Staff also ensure that children learn what they need to blend sounds and read words. When children appear to struggle with learning elements of the curriculum, staff provide effective 'keep up' sessions. These prevent children from falling behind.

Staff teach children about how to maintain healthy lifestyles. Children know the importance of healthy eating and personal hygiene, such as brushing teeth. They can also describe their feelings and how to manage 'big feelings'.

Starting before children join the early years, leaders build positive relationships with parents and carers. This ensures that children make a good start to their education. Throughout children's time in Reception Year, leaders provide useful information and support for parents to help their children at home. As children approach the end of their time in Reception Year, staff work well together and with parents so that children make smooth transitions to Year 1.

Leadership and governance

Expected standard 

Since the previous inspection, the new headteacher and senior leadership team have worked well with governors to continue the development of the school's provision. They have successfully embedded their 'reinvigorated' school vision introduced in July 2024. At the centre of the school's well-established vision is leaders' commitment towards inclusion. Leaders and staff are fully committed to developing the best possible provision for all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities.

Leaders have in place measures to ensure that they understand what is working well and what needs improving at the school. With the support of the local authority, leaders create clear development plans when they find something not working well enough. Governors ensure that leaders are held accountable for the quality of the school's provision. They also check leaders' progress towards the aims in the school's development plans. Governors ensure that leaders make any necessary improvements.

Leaders' approach to professional development supports staff to have the necessary expertise to face pupils' changing needs. Staff appreciate and benefit from leaders' training programmes. They also value the opportunities to take on greater leadership roles.

Staff morale is high at the school. Staff feel valued for their work. They appreciate how leaders consider staff's wellbeing and help them maintain reasonable workloads.

Parents and carers are generally positive about the school. They value the way staff care for pupils, including their warm greetings to pupils at the school gate each morning.

Personal development and wellbeing

Expected standard 

Leaders' programme for personal development gives pupils lots of opportunities to think about the key issues young adults face in modern society. Pupils thoughtfully discuss important contemporary national and international issues. They understand how British democracy works. Pupils enthusiastically take up leadership roles and positions of responsibility, including elected offices such as for student council. When trying to reach compromise, pupils know the importance of taking account of others' views. In the early years, children learn how to resolve disagreements if they struggle to share.

Staff support pupils to learn how to maintain positive physical and mental health. Pupils reflect on and discuss their emotions with sophistication. They learn how to regulate negative emotions effectively. Staff ensure that pupils learn about physical changes that

happen during adolescence. Pupils understand the features of positive relationships and what to do if relationships become concerning. Staff also make sure that pupils know how to stay safe at home, in the community and when online. The school's pastoral provision supports pupils well when they need help with tricky issues at school or home.

Pupils benefit from the well-developed enrichment programme in place alongside the curriculum. Pupils enjoy live theatre both as members of the audience and as performers on stage. The school's choir, for example, sings within school and local venues and takes part in national choral festivals. Similarly, all pupils learn how to play a musical instrument over a sustained period of time. For those with particular interests in sport, leaders arrange opportunities for pupils to represent the school in local competitions. The forest school provision, where pupils learn outdoors, is a popular and beneficial feature of the school's curriculum.

Leaders provide support so that disadvantaged pupils can take full advantage of the enrichment and extra-curricular provision.

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

Pupils thrive at this school. They appreciate the highly inclusive school community within which all are valued. Pupils develop positive relationships with their peers and staff. In lessons, pupils work hard. They support each other when they find something tricky to learn, and they celebrate each other's success. On the playground, pupils have fun together while exploring the many stimulating activities staff provide. Older pupils serve as positive role models for younger pupils and children in the early years. They take responsibility for teaching younger pupils how to play well with others. Pupils feel safe within the school's supportive environment. When pupils have concerns, they know that staff willingly provide effective support. For example, when friends fall out or on the rare occasions of bullying, staff help restore positive relationships. They ensure that any bullying stops and does not continue. Because pupils enjoy school and feel safe, they typically attend regularly.

Pupils experience well-taught lessons that prepare them to make successful next steps in education. This is reflected in the positive outcomes pupils achieve in national tests. They learn to face any barriers to learning with a 'can-do' attitude. Staff understand the specific needs of disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). Pupils benefit from the precisely targeted support that staff provide. As a result, disadvantaged pupils and those with SEND learn and achieve successfully alongside their peers.

Pupils value the many opportunities they have to learn about the wider world. They enthusiastically take part in the educational visits to local and national places of interest. They understand the importance of respecting others' differences. Pupils reflect on their own beliefs and learn about beliefs and lifestyles from around the world. They are well equipped to live in communities with people of diverse backgrounds.

Next steps

- Leaders should ensure that staff identify when pupils forget or misunderstand something and rectify it so that pupils do not develop gaps in their understanding of the curriculum.
 - Leaders should continue their work to improve pupils' ability to spell accurately.
 - Leaders should continue their work to improve the attendance of pupils with special educational needs and/or disabilities.
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About this inspection

The chair of the board of governors in this school is Helen Moreton.

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 chair of the governing body, governors, a representative from the local authority, the headteacher, senior leaders, teachers, support staff, parents and pupils during the inspection.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

The school has undergone a significant change since the last inspection. The headteacher took up her post in September 2024. The assistant headteacher and deputy headteacher took up their posts in September 2025.

Headteacher: Leanne Borrington

Lead inspector:

Al Mistrano, His Majesty's Inspector

Team inspectors:

Chrissie Barrington, Ofsted Inspector

Stephen Long, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 10 March 2026

School and pupil context

Total pupils

203

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: 272

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)

27.09%

Close to average

What does this mean?

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

National average: 26.3%

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

3.45%

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: 3.5%

Pupils with special educational needs (SEN) support

13.79%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs 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	66%	61%	Close to average
2024/25 (revised)	47%	62%	Below
2023/24 (final)	79%	61%	Above
2022/23 (final)	72%	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	84%	74%	Above
2024/25 (revised)	70%	75%	Close to average
2023/24 (final)	93%	74%	Above
2022/23 (final)	90%	73%	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	80%	72%	Above
2024/25 (revised)	70%	72%	Close to average
2023/24 (final)	86%	72%	Above
2022/23 (final)	83%	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	76%	73%	Close to average
2024/25 (revised)	53%	74%	Below
2023/24 (final)	90%	73%	Above
2022/23 (final)	86%	73%	Above

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	46%	46%	Close to average
2024/25 (revised)	27%	47%	Below
2023/24 (final)	71%	46%	Above
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	77%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	73%	63%	Close to average
2023/24 (final)	86%	62%	Above
2022/23 (final)	75%	60%	Above

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	73%	59%	Above
2024/25 (revised)	73%	59%	Above
2023/24 (final)	86%	58%	Above
2022/23 (final)	63%	58%	Close to average

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	54%	60%	Close to average
2024/25 (revised)	36%	61%	Below
2023/24 (final)	71%	59%	Above
2022/23 (final)	63%	59%	Close to average

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	46%	68%	-21 pp
2024/25 (revised)	27%	69%	-42 pp
2023/24 (final)	71%	67%	4 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	77%	80%	-3 pp
2024/25 (revised)	73%	81%	-8 pp
2023/24 (final)	86%	80%	6 pp
2022/23 (final)	75%	78%	-3 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	73%	78%	-5 pp
2024/25 (revised)	73%	78%	-6 pp
2023/24 (final)	86%	78%	8 pp
2022/23 (final)	63%	77%	-15 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	54%	80%	-26 pp
2024/25 (revised)	36%	81%	-44 pp
2023/24 (final)	71%	79%	-8 pp
2022/23 (final)	63%	79%	-17 pp

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 (2 term)	4.9%	5.2%	Close to average
2023/24 (3 term)	4.0%	5.5%	Below
2022/23 (3 term)	4.6%	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 (2 term)	12.1%	13.3%	Close to average
2023/24 (3 term)	7.9%	14.6%	Below
2022/23 (3 term)	6.1%	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.

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