

Queen Eleanor Primary School

Address: Harby, Newark, Nottinghamshire, NG23 7EQ

Unique reference number (URN): 122645

Inspection report: 24 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.

Expected standard

Achievement

Expected standard 

Pupils achieve well. As they move through the school, pupils make steady progress with their culmination of knowledge and skills. The school's well-thought-through curriculum and focus on securing basic literacy skills prepares pupils well. At the end of key stage 2, pupils' attainment in published examinations is typically close to national averages, especially in reading and writing.

Pupils learn the basic knowledge they need to become fluent readers. Staff teach phonics systematically. They give quick support to pupils who need extra help. Older pupils read with confidence and draw on what they already know to understand new ideas.

In the wider curriculum, pupils recall their prior learning well and use it to explain new concepts. Pupils finish each stage with the knowledge they need for their next steps. Some pupils with special educational needs and/or disabilities do not achieve as well as they could.

Attendance and behaviour

Expected standard 

Pupils conduct themselves well. This creates a calm, respectful environment. Pupils show kindness to each other and greet adults politely. In lessons, pupils settle and focus, so that they learn without disruption. Pupils move around school sensibly and play cooperatively at breaktimes. They understand what bullying is and say it is rare. When concerns arise, staff address them quickly and clearly. This helps pupils to feel safe and cared for. Staff know pupils well and support their needs. They respond with care when pupils struggle and make adaptations for those with special educational needs and/or disabilities (SEND). Through training, staff develop their confidence and understanding of how to support pupils, who become emotionally dysregulated.

Staff work with families to remove barriers to attendance, including for disadvantaged pupils and those with SEND. These actions help pupils to attend more regularly but the attendance of some groups of pupils needs to improve further. Persistent absence remains high for a small number of pupils. Leaders continue to strengthen their systems to improve pupils' attendance further. Routines for checking absence mean leaders follow up quickly and work with outside agencies, when pupils need wider help. This early action supports families, but it is too soon to see the impact of this work.

Curriculum and teaching

Expected standard 

Leaders understand the strengths and gaps in the curriculum. They check teaching often and make decisions that improve practice. They set clear expectations for learning and support staff to implement the curriculum well. The curriculum is broad, ambitious and well sequenced. It provides pupils with the important knowledge they need for their next steps.

Teachers have the subject knowledge they need. Leaders plan well-considered training for staff, and this builds confidence, especially in early reading and mathematics. Phonics

teaching starts robustly in Reception Year. Staff identify when pupils need support, and they give immediate help. In mathematics, teachers adapt the curriculum well for mixed-age groups.

The curriculum is well ordered so that pupils learn knowledge in clear steps. Links to prior knowledge across different subjects, such as computing and science, help pupils make sense of concepts. Teachers build pupils' vocabulary through talk, rehearsed examples and structured tasks.

Staff adapt their teaching for pupils with special educational needs and/or disabilities. These adaptations work in most lessons, but not all. Sometimes, teachers plan learning activities that do not completely match pupils' needs. When this happens, pupils do not consistently secure the knowledge they need.

Early years

Expected standard 

Children settle quickly in the early years. They form warm, trusting relationships with staff and this gives them confidence. Leaders set clear routines, so children feel safe and move through their day with ease. Through play they learn to work cooperatively and show growing independence. Children enjoy a caring start to school.

Staff focus on developing children's language, early reading and early mathematics. Staff use vocabulary explicitly. This supports the development of children's communication skills. Leaders know that some children start with less-developed language skills, so they plan many chances for talk and exploration. Staff provide well-resourced indoor and outdoor learning areas, which encourage curiosity and problem solving. The outdoor area offers effective physical development opportunities. This includes safe risk taking. Snack routines build children's independence and language about healthy choices.

Reception Year children start to learn phonics as soon as they start school. Staff support them to build their skills for early reading and writing with increasing confidence. Leaders have started to refine the exact knowledge and skills children should learn as they move from Nursery to Reception. During whole-class sessions, planned activities sometimes do not meet the needs of the different ages and stages of the children.

Leaders work well with parents and carers. Stay-and-play sessions, workshops and transition visits help families feel involved.

Inclusion

Expected standard 

Staff are increasingly confident in identifying pupils' needs at an early stage, including those who are disadvantaged, have special educational needs and/or disabilities or those who are known or previously known to children's social care. When concerns are raised, leaders respond more promptly than in the past. As a result, pupils remain on the school's 'watch list' for shorter periods than in the past, and pupils' needs, such as speech and language difficulties, are addressed more swiftly.

Leaders work constructively with parents and a range of external agencies. There is a clear emphasis on ensuring high-quality teaching as the foundation of inclusion. Leaders monitor

pupils' progress regularly and draw on specialist advice to provide additional support when needed. Across subjects, staff identify what pupils know, and adjust their teaching to address any gaps or misconceptions.

While support for pupils with emotional needs is strengthening, it is not yet consistently effective. Classroom adaptation varies, and some pupils with moderate learning needs require more precise scaffolding to support their access to the curriculum. Leaders' work to address attendance through pupil premium funding is ongoing, and outcomes for some pupils are not yet consistently positive.

Personal development and wellbeing

Expected standard 

Leaders plan well for pupils' personal development. The school's 'CARE' values guide pupils' choices. Pupils talk about and live these values with confidence. They show respect for others and take pride in their school. Staff encourage pupils to think about right and wrong, reflect on their beliefs and appreciate different viewpoints. Pupils learn to cooperate, solve problems and take part in their community. They enjoy creative and cultural activities. They learn about the fundamental British values, such as democracy and tolerance through debate, voting and class decision-making.

The relationships and sex education and health education curriculum teaches pupils about healthy relationships, safety and growing up. Pupils learn how to stay safe online and in the community. Pupils learn to understand risks in age-appropriate ways. The school checks that disadvantaged pupils and those with special educational needs and/or disabilities take part in the full programme. Staff make sure that pupils understand new concepts and do not miss out on wider experiences.

Leaders offer a wide enrichment programme. Clubs, trips and visitors help pupils to explore new interests. Staff track pupils' participation and encourage pupils, who may not join activities on their own, to participate. Visits to places of worship, guest speakers and diverse texts help pupils to understand different cultures. A breakfast club gives pupils a calm and positive start to each day. Many older pupils take on leadership roles, such as school councillors and sports leaders. These roles build confidence and responsibility.

The school looks after the wellbeing of pupils effectively. Pupils know they have trusted people, who will listen to them. This helps them feel safe. Most pupils show resilient emotional development.

Needs attention

Leadership and governance

Needs attention 

Leaders are committed to the school and want the best for their pupils. They understand several of the school's strengths, including the positive relationships between staff and pupils and the effective pastoral culture. Leaders also recognise key areas that require further development. However, their actions have not yet secured the consistency pupils need, particularly for those who face barriers to learning and attendance.

New governors are keen to fulfil their role effectively, but systems to check and understand the quality of all aspects of the school's work are not yet firmly established. As a result, governors have a less well-informed understanding of some key areas, including the experiences of some pupils with special educational needs and/or disabilities and the persistent absence of a small number of pupils.

Leaders make decisions with positive intent and work proactively with a range of external agencies. However, actions are not always timely or sufficiently focused for some pupils. In addition, there are gaps in leaders' understanding and oversight of their statutory duties, which limits their ability to respond sharply in all cases.

Leaders support staff well. Early career teachers receive appropriate training. Staff feel listened to, and workload is managed thoughtfully. Subject leadership in some areas is highly effective. However, wider leadership systems are not yet fully effective. Tackling persistent absence is not yet a clear or consistent strategic priority, and oversight of behaviour systems, including positive handling and de-escalation practice, requires further refinement.

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

Pupils feel happy at this school. Staff greet them warmly each morning, and pupils like that adults know them well. Pupils feel safe because they always have someone to talk to, including an 'emotional-support adult'. Pupils learn how to stay safe online, on the road and in the community, and parents agree that their children feel safe here.

Pupils behave very well. They move calmly around the school and speak politely to others. Older pupils help younger pupils without prompting. During lessons, pupils settle quickly and want to learn. At playtimes, pupils play kindly and enjoy the wide range of games and equipment available. Bullying is rare. If unkind behaviour occurs, staff deal with it quickly. Leaders are working to strengthen pupils' understanding of what bullying is, so that all pupils know how to recognise it.

Pupils enjoy their learning and achieve well. They like reading and speak proudly about the books they read. Younger pupils make secure progress in phonics and build their early reading skills well. Pupils talk confidently about what they have learned in subjects, such as science, computing and art, and they recall knowledge well. Pupils with special educational needs and/or disabilities generally get the help they need, and most participate fully in all aspects of school life. However, some miss too much school and leaders do not always act sharply enough to secure consistently positive outcomes for these pupils.

Pupils enjoy the many extra-curricular clubs and activities on offer. They take on responsibilities, such as school councillor and sports leader. These roles help pupils to gain confidence and learn how to help others. Pupils learn about different cultures, families and beliefs, which helps them to grow into kind and respectful young people. Pupils are prepared well for their next stage of education.

Next steps

- Leaders must ensure that their work to support some pupils with barriers to their learning and attendance is as timely as it could be, so that the wellbeing of these pupils is promoted effectively and that they benefit fully from their full entitlement to education.
 - Those responsible for governance must ensure that they have a comprehensive oversight of leaders' work, including the school's work to support pupils with special educational needs and/or disabilities (SEND), and tackle persistent absence of some pupils.
 - Leaders should ensure that the curriculum is delivered consistently well across all phases and subjects, so that pupils with SEND secure their knowledge and skills and fulfil their potential.
 - Leaders should ensure that the environment in the early years provision, and the resources children engage with, are well suited to children's different stages of development.
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About this inspection

The chair of the board of governors in this school is Kathryn Ramsay.

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 spoke with pupils, staff, senior leaders, governors and a representative from the local authority 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. Almost all of the governing body are new to their roles.

Headteacher: Shelly Wright

Lead inspector:

Luella Dhoore, His Majesty's Inspector

Team inspector:

Michelle Thompson, 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 24 March 2026

School and pupil context

Total pupils

73

Well 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: 272

School capacity

80

Well 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)

21.31%

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

0.00%

Well below 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

12.33%

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	64%	61%	Close to average
2024/25 (revised)	67%	62%	Close to average
2023/24 (final)	67%	61%	Close to average
2022/23 (final)	57%	60%	Close to average

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)	89%	75%	Above
2023/24 (final)	89%	74%	Above
2022/23 (final)	71%	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	84%	72%	Above
2024/25 (revised)	78%	72%	Close to average
2023/24 (final)	89%	72%	Above
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	76%	73%	Close to average
2024/25 (revised)	78%	74%	Close to average
2023/24 (final)	67%	73%	Close to average
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	S	46%	S
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	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	S	62%	S

Year	This school	National average	Compared with national average
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	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	S	59%	S
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (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	S	60%	S
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘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	S	68%	S
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	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	S	80%	S
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	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	S	78%	S
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	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	S	80%	S
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘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 (2 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	5.0%	5.5%	Close to average
2022/23 (3 term)	7.6%	5.9%	Above

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)	9.8%	13.3%	Below
2023/24 (3 term)	12.5%	14.6%	Close to average
2022/23 (3 term)	27.7%	16.2%	Above

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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