

Little Hill Primary

Address: Launceston Road, Wigston, Leicestershire, LE18 2GZ

Unique reference number (URN): 142261

Inspection report: 13 January 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 established a highly effective culture of inclusion in which pupils' individual needs are identified and assessed with accuracy and care. They ensure that disadvantaged pupils, those with special educational needs and/or disabilities and those known to children's social care receive timely support. Leaders are relentless in their focus to reduce pupils' barriers to learning and wellbeing through well-planned adaptations, targeted interventions and a commitment to early identification of individual needs. Their work is informed by particularly productive partnerships with parents and carers and external agencies. This helps to shape provision and support based on specialist advice and to raise aspirations for pupils. Leaders use robust assessment information intelligently to check and evaluate the impact of support. The use of additional funding is also rigorously checked. Any necessary refinements and adjustments to strategies for pupils are made swiftly where necessary. This includes those pupils who attend alternative provision or access school for parts of the day.

Leaders invest in appropriate and well-matched professional development. Staff are well trained in their use of a step-by-step approach to removing barriers to pupils' success. As a result, pupils with additional needs increasingly access the curriculum successfully. Leaders' inclusive practices make a sustained difference to pupils' learning, wellbeing and aspirations.

Leadership and governance

Strong standard ●

Leaders have an accurate and detailed understanding of the school's strengths. They astutely identify priorities for further improvement with accuracy. Leaders act decisively and quickly to put clear plans in place. They review these plans often to check that they make a difference for pupils. As a result, the school continues to make meaningful and sustained improvements. Leaders place pupils' best interests at the centre of every decision made. They have exceedingly high expectations for all pupils. There is a sharp focus on pupils who have barriers to their learning or wellbeing. Staff share this commitment. Everyone understands the school's aims and the part they play in achieving them.

Governance is effective and well informed. Trustees ensure that statutory duties are met. Effective checks on the school's work ensure that leaders are held to account for safeguarding, inclusion and the use of resources. Trustees and governors robustly challenge leaders when needed and provide highly effective support that helps the school improve. For example, they ask probing questions about pupils who may face barriers to their learning and scrutinise how well these pupils achieve in school. Their oversight of school development is rigorous.

Leaders ensure that staff have access to very well-considered professional learning. Leaders use their understanding of the school to strengthen teaching. Professional development links directly to the school's priorities. Those who are new to the profession feel well supported. Leaders take staff's wellbeing seriously. Staff morale is high, and relationships across the school are positive.

Expected standard

Achievement

Expected standard 

Published outcomes for the school show a varied picture. While overall attainment is broadly close to national averages, in writing, some pupils, particularly those who are disadvantaged, do not achieve as well as they could. Leaders have identified the reasons for this. They have prioritised writing as a particular area for improvement. As a result of the significant improvements to the systematic teaching of the writing curriculum, gaps in pupils' knowledge are reducing. Most pupils demonstrate standards close to age-related expectations in reading, writing and mathematics in their work. Nonetheless, some pupils still have gaps in their writing knowledge. This is because they have not benefited from these improvements over time.

Typically, current pupils develop the knowledge, skills and confidence across all subjects in the school's curriculum. This prepares them well for their next stage of schooling.

Attendance and behaviour

Expected standard 

Leaders take a rigorous and strategic approach to improving attendance. They analyse patterns closely and act early when concerns arise. They ensure pupils and their families, particularly those who are disadvantaged, receive timely support. Work to reduce and remove pupils' emotional and behavioural barriers has resulted in significant improvements in some pupils' behaviour and attendance. Leaders use suitable adaptations, including adjusted timetables and multi-agency support, to keep pupils engaged and attending school. Their actions have secured sustained improvements for targeted pupils, and systems for monitoring attendance are accurate and timely. This work helps to reduce persistent absence and supports positive attendance across the school.

Pupils behave very well in lessons and around the school. Classrooms are calm, orderly and purposeful. Staff manage behaviour consistently and with care, including when pupils need emotional support. Adaptations such as sensory breaks, physical adjustments and structured guidance help these pupils access learning without disrupting others. Bullying, discriminatory behaviour and prejudicial language are dealt with quickly and effectively. Pupils show positive attitudes to learning, sustain focus and take pride in their work. They feel safe, respected and well supported. Staff apply behaviour systems with confidence, and strong relationships create a culture where pupils feel known, valued and ready to learn.

Curriculum and teaching

Expected standard 

Leaders have a clear and accurate understanding of how well the curriculum is implemented and recalled by pupils across the school. They use this insight to drive continuous improvement. The curriculum is designed to provide pupils with the knowledge that they need for their future learning. Leaders ensure pupils who need to catch up receive timely, well-matched support. Staff are responsive in enabling pupils to access the curriculum. Adaptations for pupils who face barriers to their learning support them to learn alongside

their peers. Effective support for pupils' emotional wellbeing helps to create a calm, focused learning environment.

Teachers receive appropriate and helpful support to teach the school's curriculum. Precise, relevant professional development helps teachers to have the subject knowledge that they need. As a result, the curriculum is implemented with increasing consistency across the school. The development of pupils' vocabulary and spoken language is promoted across subjects so that pupils articulate their learning with confidence. Important knowledge in reading, writing and mathematics is prioritised. Pupils' work evidences their progress through these curriculums from their starting points. This is particularly clear in writing, which remains a whole-school focus.

Early years

Expected standard 

Children make a positive start in the early years. Staff create a calm, purposeful environment with clear routines. These routines help children to settle quickly. They display independence as they enjoy exploring the well-considered environment. Adults know each child's needs and starting points well. They use high-quality interactions to build language and vocabulary. They model language skilfully, extend play and support children to communicate in different social situations. Staff use their knowledge of early child development well to support children with gaps in their skills and learning.

The curriculum enables children to access meaningful learning across the areas of learning. Communication and language sit at its core. Activities build fine motor skills, personal and social development and early number knowledge. These help children control tools, form letters and understand early mathematics ideas. Reading is a priority from the start. Phonics lessons follow consistent routines. Staff check that children know their sounds securely. Children who struggle to learn this important knowledge receive well-matched support. This helps them keep up with the reading programme.

Parents and carers value the communication they receive. This helps them support their child at home. It also prepares children well for Year 1.

Personal development and wellbeing

Expected standard 

The school's programme beyond the academic is broad, well considered and central to pupils' wider development. Pupils enjoy taking on roles such as play leaders, school ambassadors and class greeters. They apply for these positions, complete training and speak about their responsibilities with pride. These opportunities help pupils understand democracy, responsibility and citizenship. Pupils talk confidently about the values that shape modern Britain and show a mature understanding of how these influence life in school and beyond.

Leaders work with external agencies, including the police and health services, to teach pupils how to stay safe, including online. Pupils learn about risk in their locality and beyond. For example, they learn about rail safety. Staff receive training that helps them understand the impact of pupils' wider needs and barriers and how these can affect pupils' social and emotional wellbeing. Wellbeing support is a clear strength of the school. Pupils feel safe,

listened to and well supported. Whole-school events strengthen key messages about safety, emotional regulation and healthy choices.

Pupils demonstrate empathy, respect and a secure understanding of equality and tolerance. Cultural diversity is celebrated through the curriculum, visits to places of worship, food tasting, music, art and dance. Pupils learn about different communities in society, although their recall of specific faiths and religions is not as strong as it could be.

Extra-curricular opportunities broaden pupils' horizons. These include choir, sports, yoga, Bhangra and residential visits that enrich pupils' experiences. Leaders ensure that disadvantaged pupils take part fully in the personal development programme on offer. Pupils value the wide range of clubs, trips and leadership opportunities available to them. They speak confidently about fairness, positive relationships and supporting one another. Pupils' views reflect a clear understanding of belonging and community.

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

Little Hill School is a happy, exciting and welcoming place to learn. Pupils feel safe and valued. Staff know each pupil well. This helps them to offer timely, thoughtful support whenever a pupil needs it. Leaders strive to provide pupils with a deep sense of belonging. All pupils take an active part in school life. They develop warm, positive relationships with their peers and adults alike. They show respect for difference, and they value kindness. Wider experiences help them grow in confidence and character.

Pupils feel heard and understood. They trust in the school's culture of fairness and kindness. They take pride in their roles and show care for their peers. The school is calm. Pupils are polite and considerate. Adults model thoughtful behaviour. They act fast when worries arise. Bullying is rare, and should it occur, staff sort it out with care and compassion. Pupils learn how to manage their emotions through the taught curriculum. They make wise choices and show resilience in their approach to school life.

Pupils enjoy learning. They are keen to attend school regularly, and most pupils do. The 'cycle of enthusiasm' helps them to be curious and keep trying when they are presented with challenges. They engage well with lessons and their learning. Staff understand each pupil's needs, especially those who may face additional barriers. These pupils receive precise support to help them close gaps in their knowledge and skills.

Pupils benefit from leaders' clear vision for the school. They want every child to achieve their best. Robust checks and systems ensure that pupils make meaningful progress in their learning from their starting points. This helps pupils to build the knowledge that they need for their next stage in learning. Pupils leave the school ready to play a positive role in their community and modern Britain.

Next steps

- Leaders should ensure that the systems, routines and strategies used to develop pupils' writing knowledge and skills secure sustained improvements in pupils' achievement, particularly for the most disadvantaged pupils, and that these gains are reflected in published outcomes.
 - Leaders should ensure that the teaching of the personal development programme enables pupils to develop a deeper understanding of different faiths and religions.
-

About this inspection

This school is part of Oadby, Wigston and Leicestershire Schools Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Peter Merry, and overseen by a board of trustees, chaired by Jonathan Tedds.

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 school leaders, including the headteacher, deputy headteacher and other leaders. They also spoke with representatives of the trust, including trust leaders, trustees and members of the local governing body, during the inspection. Inspectors spoke to pupils in lessons and at social times. Inspectors met with groups of staff and spoke to parents at the start of the school day.

The inspectors confirmed the following information about the school:

The headteacher took up post in September 2024. The deputy headteacher started in the role in January 2025.

The school is currently making use of one unregistered alternative provision.

This school became an academy in September 2015.

Headteacher : Sam Williams

Lead inspector:

Shaheen Hussain, His Majesty's Inspector

Team inspectors:

Karen Slack, Ofsted Inspector

Anne Maingay, His Majesty's Inspector

Kathryn Hobbs, 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 13 January 2026

School and pupil context

Total pupils

405

Above 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

420

Above 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)

16.54%

Below 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

1.73%

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

10.37%

Below 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	58%	61%	Close to average
2024/25 (revised)	63%	62%	Close to average
2023/24 (final)	53%	61%	Below
2022/23 (final)	59%	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	72%	74%	Close to average
2024/25 (revised)	73%	75%	Close to average
2023/24 (final)	69%	74%	Close to average
2022/23 (final)	73%	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	74%	72%	Close to average
2024/25 (revised)	75%	72%	Close to average
2023/24 (final)	75%	72%	Close to average
2022/23 (final)	73%	71%	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	67%	73%	Close to average
2024/25 (revised)	75%	74%	Close to average
2023/24 (final)	59%	73%	Below
2022/23 (final)	68%	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	37%	46%	Below
2024/25 (revised)	30%	47%	Below
2023/24 (final)	38%	46%	Close to average
2022/23 (final)	42%	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	63%	62%	Close to average
2024/25 (revised)	60%	63%	Close to average
2023/24 (final)	69%	62%	Close to average
2022/23 (final)	58%	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	57%	59%	Close to average
2024/25 (revised)	50%	59%	Close to average
2023/24 (final)	54%	58%	Close to average
2022/23 (final)	67%	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	57%	60%	Close to average
2024/25 (revised)	60%	61%	Close to average
2023/24 (final)	54%	59%	Close to average
2022/23 (final)	58%	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	37%	68%	-30 pp
2024/25 (revised)	30%	69%	-39 pp
2023/24 (final)	38%	67%	-29 pp
2022/23 (final)	42%	66%	-25 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	63%	80%	-17 pp
2024/25 (revised)	60%	81%	-21 pp
2023/24 (final)	69%	80%	-10 pp
2022/23 (final)	58%	78%	-20 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	57%	78%	-21 pp
2024/25 (revised)	50%	78%	-28 pp
2023/24 (final)	54%	78%	-24 pp
2022/23 (final)	67%	77%	-11 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	57%	80%	-23 pp
2024/25 (revised)	60%	81%	-21 pp
2023/24 (final)	54%	79%	-26 pp
2022/23 (final)	58%	79%	-21 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)	4.7%	5.2%	Close to average
2023/24 (3 term)	5.0%	5.5%	Close to average
2022/23 (3 term)	5.2%	5.9%	Close to average

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)	10.8%	13.3%	Close to average
2023/24 (3 term)	13.5%	14.6%	Close to average
2022/23 (3 term)	11.6%	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