

Linby Cum Papplewick CofE Primary School

Address: Quarry Lane, Linby, Nottingham, Nottinghamshire, NG15 8GA

Unique reference number (URN): 149552

Inspection report: 30 June 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 

Year groups are small, so published outcomes vary from year to year. Leaders have strengthened the way pupils practise key skills and use them in different subjects. As a result, pupils, including those with special educational needs and/or disabilities (SEND), usually achieve well and grow in confidence. In 2025, published outcomes at the end of key stage 2 were above national averages in reading, writing and mathematics.

Pupils build secure foundations in phonics and mathematics. Younger pupils learn to blend sounds accurately. In mathematics, pupils use models and number facts to explain their thinking and solve problems.

Disadvantaged pupils receive extra support. This helps them make progress from their starting points and achieve well. Pupils with SEND usually learn alongside their peers, with carefully adapted support when needed.

Most pupils are ready for their next stage of education, however, achievement is not yet consistent across all subjects in the wider curriculum.

Attendance and behaviour

Expected standard 

Pupils attend school well. Leaders check attendance carefully and know which pupils need extra help to come to school regularly. They work closely with parents and carers to understand what gets in the way. Leaders support pupils who have lower attendance. Pupils enjoy taking part in sensory circuits at the start of the day. This, and pastoral support, encourages pupils to attend. Leaders arrange practical help, including collecting pupils, when needed, so they can attend school. This support is improving attendance for some pupils, who have found regular attendance harder in the past.

Leaders have high expectations of pupils' behaviour. Pupils behave well in lessons and around school. They arrive calmly and settle quickly to learning. Most pupils listen well, follow routines and want to do their best. At playtimes and lunchtimes, pupils play happily together. Older pupils often care for younger pupils. Incidents of bullying or discriminatory behaviour are rare. If they happen, staff deal with them quickly and effectively. Pupils know adults will help them if they have a worry. Staff help pupils who need support to manage their own emotions.

Curriculum and teaching

Expected standard 

Leaders have planned a broad and ambitious curriculum for pupils in mixed-age classes. They have thought carefully about what pupils need to learn and when. Pupils revisit prior learning, which helps pupils build knowledge over time.

Leaders give clear priority to reading, writing and mathematics. Phonics is taught well in key stage 1. Pupils use their sounds to read words accurately. In mathematics, teachers break

down knowledge into manageable chunks. This helps pupils build confidence and fluency before moving on to harder work.

Teachers usually explain learning clearly, and pupils often remember what they have been taught. For example, pupils spoke confidently about Theseus and the Minotaur from their history learning. They were able to describe their mathematical learning securely. Teachers use models and examples well. Pupils review their own and others' work. This helps them to develop and improve their own writing.

Staff usually adapt learning for pupils with special educational needs and/or disabilities. This helps these pupils take part in lessons and learn alongside others.

At times, teachers do not check pupils' understanding closely enough. In some wider subjects, gaps in pupils' knowledge are not always addressed quickly enough.

Early years

Expected standard 

Leaders have designed the curriculum to meet the needs of the children who attend this school. The curriculum is broad and ambitious. It pays clear attention to communication and language, early reading, writing, mathematics and physical development.

Children settle quickly and feel safe. They are happy and ready to learn. They play well together, indoors and outdoors. Children develop resilience, independence and teamwork skills. They build, write, practise physical skills and explore the world around them. Staff support children with special educational needs and/or disabilities with care. Targeted speech and language support helps some children to talk more and join in.

Children begin phonics in Reception. They practise pencil grip, letter formation, early number and practical skills. This helps most children build the foundations they need for Year 1.

At times, adults do not make full use of play and independent learning to extend children's language and thinking. Staff's interactions with children do not always promote children's vocabulary development as well as they could. Even so, children are typically well prepared to continue their journey into Year 1.

Inclusion

Expected standard 

Leaders know pupils and families well. They identify pupils' needs early, including for those with special educational needs and/or disabilities. Staff put the right support in place so pupils can learn and join in with school life. Some pupils use visual prompts, sensory tools and movement breaks. Staff work with outside agencies, when pupils need extra support. This helps pupils grow in confidence, manage their feelings and become more independent.

Leaders use pupil premium funding to help disadvantaged pupils. They provide extra help with reading, language, emotional wellbeing, attendance and participation in wider activities. This support helps pupils feel more confident and do well in school.

Leaders also support pupils who are known, or were previously known, to children's social care. They work closely with families and external professionals, so pupils get the help they need. Staff make sure that pupils feel safe and listened to. Parents and carers are involved so everyone works together. Staff identify clear next steps for pupils to help them make progress.

Leaders check the support pupils receive. However, leaders' checks do not yet show clearly enough how well this support helps all pupils make progress across all subjects.

Leadership and governance

Expected standard 

Leaders know their school well. They understand the pupils and families in this small village community. They lead the school calmly and with purpose. Leaders place a clear focus on supporting those who need extra help. Leaders and governors check many important areas of the school's work. However, some checks of the impact of improvement work are not sharp enough, especially in the wider curriculum.

Leaders have already improved important parts of the school. Support for pupils with special educational needs and/or disabilities is now planned more clearly. Staff have received effective training to help them meet pupils' needs. Leaders and governors use secure systems to oversee safeguarding arrangements. The curriculum has been reviewed and developed. At times, leaders' checks do not show clearly enough how well teachers identify and correct pupils' misconceptions.

Governors and trustees understand the school well. They know their responsibilities and carry them out effectively. They provide appropriate support and challenge and make sure that leaders stay focused on the right things. They understand the school's finances and long-term plans. The trust provides useful support, including school improvement visits, leadership coaching and specialist help for English provision.

Staff feel valued and supported. Leaders think carefully about workload and wellbeing. Training matches the school's priorities, helping staff grow in confidence and skill.

Leaders work positively with parents, carers and the community. Parents value the school's communication, caring ethos and the wide range of opportunities for pupils.

Personal development and wellbeing

Expected standard 

Pupils benefit from a well-planned programme for personal development. The school's Christian values of love, wisdom, hope, community and dignity shape this work. Pupils use these values to think about how they treat others and how they make good choices.

Relationships and health education is age-appropriate. Pupils learn how to keep themselves safe, healthy and well. They understand friendships, families, feelings and healthy relationships. They also learn about online safety and risks beyond school, such as those posed by roads and open water. Pupils know they can talk to trusted adults if they are worried.

The school helps pupils understand the wider world. This matters because many pupils come from similar backgrounds. Pupils visit different places of worship and learn about a range of faiths and cultures. They talk confidently about fundamental British values and the importance of respecting difference. Pupils learn that everyone should be treated with fairness and dignity.

Pupils enjoy many experiences that help them develop their interests and talents. They sing, play music, take part in sport, attend clubs and enjoy visits and residential trips. They also learn through forest school and community links. These experiences help pupils become more confident, thoughtful and responsible.

Pupils take on leadership roles. They help in the library, serve on the school council, support younger pupils and lead activities for other pupils and staff, such as assemblies. This helps them feel proud of their school and understand how they can make a positive difference. Pastoral care is warm and responsive to pupils' needs.

Staff know pupils well and give extra help, when pupils need support with feelings, behaviour, attendance or friendships. This helps pupils feel safe and included. Leaders ensure that all pupils can take part in the wider curriculum offer. However, leaders do not yet gather detailed enough information to measure the full impact of the personal development programme.

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

Pupils are warmly welcomed into this small and caring Church of England village school. They settle quickly at the start of the day. Pupils are polite, respectful and proud of their school. The school's values of love, wisdom, hope, community and dignity shape how pupils treat one another. Pupils understand that love sits at the heart of these values.

Pupils feel safe. They know which adults they can speak to if they are worried. Pupils say that bullying is rare. They are confident that adults will help them if it happens. Around school, pupils behave well. They play happily together at breaktimes and lunchtimes. Older pupils take care of younger pupils, and some choose to support pupils who need extra help at social times. This helps pupils to feel included.

Pupils usually listen well in lessons and try hard with their work. Pupils talk with interest about what they have learned, such as in history, mathematics and physical education. Children in Reception settle well into school life. They learn through carefully planned activities indoors and outdoors. They play cooperatively, develop independence and begin to build early reading, writing and number skills.

By the time pupils leave Year 6, they are generally well prepared for secondary school. Pupils with special educational needs and/or disabilities are usually supported well to take part in lessons and wider school life. Adults know pupils well and make helpful adaptations. However, in some subjects, pupils do not always build knowledge and skills as securely as they do in mathematics and reading.

Pupils benefit from many wider experiences. These include clubs, visits, music, sport, residential trips, forest school, leadership roles and visits to different places of worship. These opportunities help pupils learn about responsibility, faith, difference and the wider world. Older pupils can talk about these ideas confidently.

Next steps

- Leaders should ensure that early years staff use play and independent learning for high-quality interactions, so children build secure language, knowledge and understanding.
 - Leaders should ensure that gaps in pupils' knowledge of the wider curriculum are identified and addressed consistently well.
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About this inspection

This school is part of Southwell and Nottingham Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the interim chief executive officer, Sukwinder Bassi, and overseen by a board of trustees, chaired by John Hunter.

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 co-headteachers and other members of the senior leadership team. They met with members of the board of governors, including the chair of governors, a representative from the trust board, the interim chief executive officer, the school's education advisor and a representative from the diocese.

This school is registered as having a Church of England religious character. It is in the Diocese of Southwell and Nottingham. The school has not yet received an inspection of its religious character under section 48 of the Education Act 2005.

The school currently uses no alternative provision.

The chair of the governing body is Elliott Mizen.

Co-headteachers: Rachel Hodge and Natasha Murray

Lead inspector:

Rob Della-Spina, His Majesty's Inspector

Team inspector:

Alison Adair, 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 30 June 2026

School and pupil context

Total pupils

108

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

119

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)

13.89%

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: 26.3%

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

2.78%

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

10.19%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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		61%	
2024/25 (final)	79%	62%	Above
2023/24 (final)	83%	61%	Above
2022/23		60%	

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		74%	
2024/25 (final)	84%	75%	Above
2023/24 (final)	92%	74%	Above
2022/23		73%	

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		72%	
2024/25 (final)	84%	72%	Above
2023/24 (final)	83%	72%	Above
2022/23		71%	

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		73%	
2024/25 (final)	89%	74%	Above
2023/24 (final)	83%	73%	Above
2022/23		73%	

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%	
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23		44%	

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		62%	
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23		60%	

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		59%	
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23		58%	

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		60%	
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23		59%	

‘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		68%	
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23		66%	

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		80%	
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23		78%	

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		78%	
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23		77%	

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		80%	
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

‘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)	3.6%	5.2%	Below
2023/24 (3 term)	4.4%	5.5%	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)	4.3%	13.0%	Below
2023/24 (3 term)	12.9%	14.6%	Close to average

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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