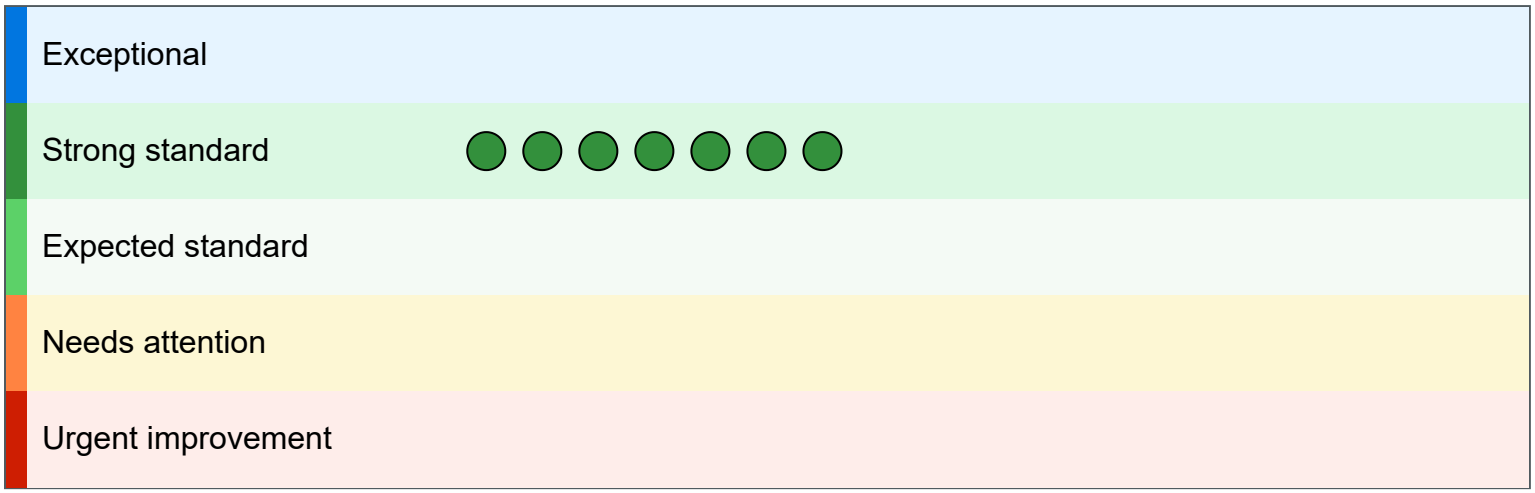
Littleover Community School

Address: Pastures Hill, Littleover, Derby, Derbyshire, DE23 4BZ

Unique reference number (URN): 112956

Inspection report: 20 October 2026



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

Achievement

Strong standard

Pupils achieve very well across the curriculum. Outcomes in national examinations in key stages 4 and 5 have consistently exceeded national averages in most measures. Disadvantaged pupils in this school consistently outperform disadvantaged pupils nationally. Pupils with special educational needs and/or disabilities make excellent progress. The majority of pupils leave the school with the qualifications that they need to move on to aspirational destinations in education, training or employment.

Pupils who join the school with weak foundations in reading, writing and mathematics catch up quickly. Leaders make sure that any knowledge gaps are identified with precision. High-quality personalised support helps these pupils to build strong foundations and achieve well across the curriculum.

The challenging curriculum and consistent quality of teaching support pupils to gain knowledge securely. Pupils develop fluency and a depth of understanding. They apply what they have learned confidently and produce work of excellent quality. As a result, they are very well prepared for their next steps.

Attendance and behaviour

Strong standard

Pupils enjoy life at this school. They are proud to be a part of the school community. As a result, their attendance is excellent. It has been consistently better than national averages over time. Leaders and staff keep a very close eye on attendance and punctuality. When they identify pupils who do not attend as well as they should, they listen carefully to pupils and their families to understand the reasons. Expert staff support pupils' wellbeing and help them overcome any anxiety about attending school.

In lessons, pupils' behaviour is exemplary. They listen carefully and follow instructions without fuss. Almost all pupils demonstrate consistently positive attitudes and commitment to their learning. Around school, pupils are respectful of one another and of staff. There are few disruptions to the calm and orderly environment that exists at this school.

Staff deal with any incidents of poor behaviour quickly and fairly. Pupils are guided to understand the impact of poor behaviour on the school community. When pupils do not follow the rules and routines, or demonstrate poor behaviour, staff support them to avoid any repetition. Incidents of bullying or discrimination are rare. When they do happen, leaders act decisively to resolve any issues sensitively.

Curriculum and teaching

Strong standard

Leaders have designed a broad and challenging curriculum. They have identified precisely the knowledge, skills and vocabulary that pupils will learn. Subjects are sequenced carefully to make sure that pupils encounter greater complexity as they progress. Leaders have worked alongside staff to identify the most effective teaching strategies. Staff benefit from

evidence-informed professional learning and coaching. This helps to ensure that teaching is of high-quality right across the school.

Teachers deliver the curriculum consistently well. They call upon expert subject knowledge to explain new concepts clearly. Teachers check carefully along the way that pupils understand new vocabulary and can recall what they have learned previously. Teachers question pupils deliberately to expose and correct misconceptions. They challenge pupils to think deeply and make connections in their learning. Teachers apply planned strategies and make adaptations when needed to help pupils overcome any barriers to learning that they face.

The curriculum and planned teaching strategies are designed purposefully to be accessible to all pupils. Pupils have plenty of opportunities to reinforce foundational skills such as reading, handwriting and spelling. Leaders identify pupils who need further support to develop these skills. Specialist staff deliver personalised interventions to ensure that pupils strengthen these important foundations.

Inclusion

Strong standard

Leaders and staff are passionate about making sure that all pupils benefit from the school's rich offer. Leaders quickly and accurately identify pupils who are vulnerable or those face barriers to learning, wellbeing or attendance. Expert staff work closely with these pupils, their families and external partners. They make sure that these pupils receive the right support at the right time.

Leaders make every effort to get to know pupils with special educational needs and/or disabilities (SEND) well. Additional support is carefully planned. Leaders make sure that relevant information is shared with staff so that pupils with SEND receive any extra help they need. Staff are well trained to understand the specific barriers faced by pupils with SEND. They apply supportive strategies with precision so that these pupils achieve very well.

Additional funding is used impactfully to support the engagement and achievement of disadvantaged pupils. Leaders make sure that these pupils enjoy the same opportunities as their peers and participate fully in extra-curricular activities. Leaders monitor the academic progress of disadvantaged pupils carefully and provide effective additional support when it is needed.

A small number of pupils benefit from carefully chosen alternative provision. For some, this supports their wellbeing. For others, it provides opportunities for them to gain vocational qualifications in subjects not offered at the school.

Leadership and governance

Strong standard

Leaders and staff are united in their ambition and dedication to provide the best possible educational experience for all pupils. School leaders have a precise understanding of every aspect of the school's provision. They forensically analyse the impact of the curriculum and the wider personal development offer, striving to continually make refinements and improvements. Leaders use the best available evidence to inform strategic planning. They make sure that high-quality professional learning supports staff to implement planned

strategies effectively and consistently. Leaders keep a very close eye on trends in attendance, behaviour and safeguarding data. They respond quickly and decisively to resolve any challenges to pupils' attendance, wellbeing or safety. Leaders routinely prioritise disadvantaged and vulnerable pupils, as well as those with special educational needs and/or disabilities, to make sure that all pupils thrive at this school.

Governors are knowledgeable and experienced. They make sure that the school fulfils its statutory responsibilities. Leaders make sure that governors are well informed about the school's priorities. Governors monitor the impact of leaders' work closely. They provide robust challenge to leaders and call upon their experience and expertise to offer strategic support.

Staff are very happy working at the school. They are proud to be part of a school that offers such a positive experience for its pupils. Staff welcome leaders' clarity of vision and value the professional learning that the school provides. They appreciate leaders' support for their wellbeing and consideration of their workload.

Personal development and wellbeing

Strong standard 

The school's personal development offer prepares pupils very well for their next stages, and for adulthood in modern Britain. Leaders have designed an ambitious programme that includes personal, social and health education (PSHE), careers, enrichment and support for wellbeing. Leaders continually reflect on pupil voice. They make refinements to make sure that what they offer reflects the interests and aspirations of all pupils.

The PSHE curriculum covers all statutory requirements, including sex and relationships education and equalities law. Pupils gain a detailed understanding of issues that affect them and learn how to be active citizens. The school community is made up of pupils from many different cultural backgrounds. The curriculum is designed to promote diversity, to raise pupils' awareness of different cultures, and to reinforce the fundamental British values. As a result, pupils from all backgrounds get along harmoniously.

The careers programme provides pupils with useful opportunities to meet with employers and education providers. Pupils benefit from personalised careers advice and the vast majority take part in work experience. They are very well informed about their future choices and supported closely to realise their ambitions.

Pupils' wellbeing is a priority. Pupils learn how to maintain positive relationships and keep themselves safe online. Staff have been well trained to identify when pupils are vulnerable or face challenges to their mental health. Support is clearly signposted so that pupils know who to turn to when they need help.

The school's extra-curricular programme is an entitlement for all pupils. Leaders monitor participation and make sure that every pupil can benefit, including those who are disadvantaged or vulnerable. The school offers a broad range of clubs, activities and societies. These provide pupils with plentiful opportunities to develop their talents and interests in sports, the arts and academic subjects. Trips and visits broaden pupils' horizons and provide them with memorable experiences.

Post-16 provision **Strong standard**

The school's highly ambitious post-16 programme pays close attention to students' interests and aspirations. There is a wide variety of subjects to choose from, as well as a broad and interesting enrichment offer. The careers programme is tailored specifically to students' ambitions. It provides information and experiences that give students the knowledge and confidence to make informed choices about their futures.

The curriculum in the post-16 provision is challenging. It is designed to equip students for future study, training or employment. Teachers are subject experts. They deliver the planned curriculum consistently well. Leaders check students' progress carefully and make sure that academic support is available when it is needed. Students achieve very well. Outcomes in A-level examinations often surpass national averages and many students go on to ambitious destinations in higher education.

Students are overwhelmingly positive about their experience in the post-16 provision. They value opportunities to volunteer in Sri Lanka or work towards the Duke of Edinburgh Gold Award. Many students take part in clubs, such as debating and astronomy. Students lead societies that include medicine, finance, law and engineering. Other activities on offer include cooking, driving, Pilates and climbing.

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

Pupils are happy at Littleover Community School. They are proud to be part of a diverse and aspirational community. Pupils value the academic and wider opportunities that the school provides. Their attendance is excellent. They demonstrate commitment to their education and determination to achieve well. Pupils are respectful to one another, and to staff. Any problems are resolved quickly. Incidents of bullying or discrimination are vanishingly rare.

Pupils, and students in the sixth form, achieve very well over time. This includes pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. The curriculum is challenging and interesting. Pupils benefit from high-quality teaching and personalised support. They gain a depth of knowledge that prepares them very well for future study, training or employment. Pupils are well informed about their future opportunities. Many go on to ambitious destinations.

The school prepares pupils well for their lives in modern Britain. The academic curriculum is complemented by a well-considered personal development programme. Pupils, and students in the sixth form, are encouraged to be active citizens. They take on responsibilities in school and earn rewards for participation in activities at school and in the wider community. The school offers pupils opportunities to develop their sporting or artistic talents and to take part in the Duke of Edinburgh Award Scheme. Sixth-form students benefit from an enrichment programme that is designed to prepare them for adulthood and their future careers. Trips, including overseas visits to France, Spain and Sri Lanka, support learning about different cultures and provide memorable experiences.

Inclusion is at the heart of the school’s offer. Pupils with SEND and other pupils who face barriers to learning or wellbeing are very well cared for. They are well known to leaders who make sure these pupils have every opportunity to benefit from the same curriculum and experiences as their peers so that these pupils thrive.

Next steps

- Leaders should continue to embed their strategic priorities, alongside high-quality professional learning for staff, to ensure that they maintain the school's high standards.

About this inspection

The chair of the board of governors in this school is James Law.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place from 20 to 21 October 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher, the senior deputy headteacher, other school leaders, staff and pupils during the inspection. The lead inspector spoke with representatives of the governing body, including the chair of governors.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Inspectors confirmed the following information about the school:

The school currently makes use of 4 alternative providers, including 2 that are unregistered.

The headteacher was appointed in September 2025.

Headteacher: Laura Johnson

Lead inspector:
John Spragg, His Majesty's Inspector

Team inspectors:
Richard Vasey, Ofsted Inspector
Alison Davies, Ofsted Inspector
Julie Sheppard, Ofsted Inspector
Peter Monk, Ofsted Inspector
melanie Wicks, 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 20 October 2026

School and pupil context

Total pupils

1,828
Well 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: 1,063

School capacity

1,801
Well 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: 1,154

Pupils eligible for free school meals (FSM)

20.88%
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: 30.4%

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

2.57%
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: 3.53%

Pupils with special educational needs (SEN) support

7.28%
Well below average

What does this mean?

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

National average: 14.0%

Location deprivation

Well 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

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	58.4%	45.4%	Above
2023/24 (final)	61.5%	45.9%	Above
2022/23 (final)	61.2%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	52.7	46.1	Above
2023/24 (final)	53.8	45.9	Above
2022/23 (final)	55.3	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar

results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.46	-0.03	Above
2022/23 (final)	0.53	-0.03	Above
2021/22 (final)	0.46	-0.03	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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	34.7%	25.8%	Close to average
2023/24 (final)	31.6%	25.8%	Close to average
2022/23 (final)	26.2%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	47.1	34.9	Above
2023/24 (final)	40.2	34.6	Above
2022/23 (final)	42.5	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.04	-0.57	Above
2022/23 (final)	-0.13	-0.57	Above
2021/22 (final)	0.10	-0.55	Above

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	34.7%	53.1%	-18.4 pp
2023/24 (final)	31.6%	53.1%	-21.6 pp
2022/23 (final)	26.2%	52.4%	-26.2 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	47.1	50.4	-3.3
2023/24 (final)	40.2	50.0	-9.8
2022/23 (final)	42.5	50.3	-7.8

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.04	0.16	-0.12
2022/23 (final)	-0.13	0.17	-0.29
2021/22 (final)	0.10	0.15	-0.05

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	96%	92%	Above
2022 leavers (revised)	97%	93%	Above
2021 leavers (revised)	98%	94%	Above

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	39.12	35.00	Above
2023/24 (final)	37.58	34.38	Close to average
2022/23 (final)	38.01	34.16	Above

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	0.0	0.0	Close to average
2023/24 (revised)	0.1	0.0	Close to average

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
2025/26 (1 term)	5.0%	7.8%	Below
2024/25 (3 term)	5.8%	8.4%	Below
2023/24 (3 term)	6.0%	8.9%	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
2025/26 (1 term)	13.0%	21.5%	Below
2024/25 (3 term)	13.8%	23.4%	Below
2023/24 (3 term)	16.6%	25.6%	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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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