

Mountfields Lodge School

Address: Epinal Way, Loughborough, Leicestershire, LE11 3GE

Unique reference number (URN): 139034

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.

Strong standard

Attendance and behaviour

Strong standard 

High expectations and positive relationships help pupils attend often and behave well. Leaders create a culture in which attendance matters and pupils understand the importance of being in school every day. Staff work closely with families and external agencies to overcome barriers to attendance. Careful monitoring, regular review meetings and targeted support help pupils attend school consistently. Attendance is above national averages overall, and leaders provide highly effective support for pupils whose circumstances make frequent attendance more challenging. This persistent and proactive work helps pupils benefit fully from school life, develop positive habits and maintain strong engagement with learning.

Pupils behave very well and contribute to a calm, orderly and purposeful environment. They understand the school's expectations and follow established routines confidently. Positive relationships underpin the school's approach, helping pupils reflect on their actions, understand the impact of their behaviour on others and resolve difficulties constructively. Pupils settle quickly, engage well in lessons and take pride in their work. Low-level disruption is uncommon. Staff address bullying and any form of discrimination quickly and effectively. Pupils trust staff to listen to their concerns and take appropriate action. As a result, pupils show very positive attitudes to learning, treat others with respect and contribute to a highly positive culture across the school.

Inclusion

Strong standard 

Leaders have established a highly inclusive culture in which pupils' needs are identified quickly and supported effectively. Staff understand that removing barriers to learning begins with high-quality classroom practice. As a result, vulnerable pupils access the same ambitious curriculum as their peers and participate fully in school life.

Leaders know pupils and their families very well. Support is tailored carefully and reviewed often so that barriers to learning and wellbeing are reduced successfully. Across the school, pupils benefit from well-considered adaptations so that they can access learning, develop independence and achieve success.

The impact of leaders' positive work is evident in the experiences of pupils. Children who join the school with significant communication and interaction needs receive personalised support. This helps them to communicate more effectively and engage confidently with learning. Pupils who are new to speaking English receive targeted language support that builds their confidence, so they can make progress across the curriculum. Pupils facing social, emotional or family challenges are supported effectively and develop a strong sense of belonging.

Leaders work closely with parents, carers and external agencies to secure appropriate support and manage transitions successfully. Leaders monitor pupils' experiences and progress carefully and adapt provision when needs change. As a result, vulnerable pupils are included fully in all aspects of school life and thrive.

Expected standard

Curriculum and teaching

Expected standard

Securing strong foundations sits at the heart of the school's curriculum. Recent improvements to reading, writing and mathematics have sharpened the focus on the knowledge and skills that pupils need for later learning. Leaders have identified these priorities clearly and ensured that knowledge builds progressively across year groups. Staff share a common approach to teaching, supported by regular training and guidance.

Reading is a strength. Staff teach phonics consistently and match books closely to pupils' stages of learning. Staff develop pupils' confidence and fluency through effective support, while targeted interventions help pupils who need additional help to keep up. Investment in books and reading resources has strengthened pupils' engagement with reading.

Teachers present learning clearly and adapt teaching appropriately to meet pupils' needs. Across subjects, pupils benefit from consistent routines, effective modelling and carefully chosen scaffolds that help them to access learning successfully. Recent work to strengthen writing is having a positive impact. Pupils enjoy writing, take pride in their work and can explain how their writing has improved over time.

Staff use adaptations effectively so that pupils with special educational needs and/or disabilities and other vulnerable pupils access the same learning as their peers. Leaders have identified that support for some older pupils who require reading intervention lacks the same precision seen in early reading. They have already started to strengthen this aspect of provision. Overall, pupils build the knowledge and skills needed for the next stage of learning.

Early years

Expected standard

Curiosity, communication and independence are central to children's experiences in the early years. Clear routines, positive relationships and carefully planned activities help children to feel safe, valued and ready to learn. As a result, children enjoy learning and develop confidence from the start.

Communication and language sit at the heart of the curriculum. Staff model language well, introduce new vocabulary and encourage children to talk about their ideas. They identify children's needs quickly and provide support when needed. This helps children practise their communication skills so they can share their ideas and talk about their learning.

Staff plan learning carefully and use assessment information well. Activities build on what children already know and can do. Children develop early reading, writing and mathematical knowledge through purposeful experiences that capture their interest.

The indoor and outdoor environments reflect children's needs and interests well. Children explore, investigate and solve problems independently and with others. They concentrate well, cooperate with their friends and take pride in what they achieve. Staff encourage

children to keep trying when tasks are difficult, building pupils' resilience and positive attitudes to learning.

Staff work closely with parents and carers so that children settle quickly into school life. By the end of Reception, children have developed the knowledge, skills and confidence needed for a successful move into Year 1.

Leadership and governance

Expected standard 

A clear vision for improvement guides the work of leaders and governors. They know the school well and have identified the right priorities to improve pupils' experiences and outcomes. Recent work to strengthen reading, writing and mathematics reflects their commitment to securing the foundations pupils need for future success. Staff understand these priorities and work together to deliver them consistently.

Leaders have created a positive and inclusive culture in which pupils feel safe, valued and supported. They invest in staff development through regular training and guidance. This has helped to strengthen teaching and provision across the school. Leaders also ensure that pupils who face barriers to learning receive the support they need.

Trust staff share leaders' ambition for the school and provide appropriate support and challenge. They understand the school's strengths and areas for development and use a range of information to hold leaders to account. Those responsible for governance fulfil their statutory responsibilities effectively and maintain a clear focus on education, wellbeing and safeguarding.

Leaders monitor the school's work carefully and evaluate the impact of improvement actions. They recognise where further work is needed, including strengthening the use of assessment information to evaluate pupils' achievement more precisely. This reflective approach helps leaders focus on the areas that will make the greatest difference for pupils.

Personal development and wellbeing

Expected standard 

Personal development is woven through daily life at the school, helping pupils thrive, both in and beyond the classroom. The school places a significant emphasis on developing pupils' resilience and independence. Leaders ensure that personal development runs through the curriculum, enrichment opportunities and everyday interactions. As a result, pupils develop the confidence to contribute positively to school life and the wider community.

Pupils learn how to keep themselves safe, including when using technology. They understand the importance of healthy relationships and looking after their physical and mental wellbeing. A wide range of enrichment opportunities broadens pupils' experiences and allows them to discover new interests and talents. Pupils value opportunities to take on responsibility, including leadership and ambassador roles, and they contribute positively to the life of the school. Visits, visitors and wider curriculum experiences encourage pupils to develop their aspirations and understand the opportunities available to them in the future.

The school's inclusive culture gives pupils a strong sense of belonging. Staff know pupils well and provide effective support when challenges arise. Pupils speak positively about

school and trust staff to listen to their concerns. They understand the importance of kindness, respect and empathy, and they treat one another with consideration.

Leaders have developed a thoughtful programme to support pupils' wider development. However, pupils' understanding of British values, protected characteristics and the diversity of modern society is not as secure as other aspects of their personal development. While pupils show respect for others and understand the importance of inclusion, some struggle to explain these wider concepts in sufficient depth. Leaders have identified this area and are taking steps to strengthen pupils' understanding. Overall, pupils benefit from a rich range of experiences that prepare them appropriately for their next stage of education and life beyond school.

Needs attention

Achievement

Needs attention 

Achievement is not consistently strong across all subjects and groups. Published outcomes do not yet reflect the improvements seen in the curriculum and teaching. Some pupils, including high-attaining pupils, do not achieve as well as they could. Leaders do not use assessment and monitoring information with enough precision to identify weak achievement quickly and evaluate the impact of actions. As a result, achievement requires further improvement before it meets the expected standard.

Pupils develop secure foundations in reading, writing and mathematics, particularly in the early stages of their education. Recent improvements to phonics, writing and mathematical fluency help pupils build the knowledge and skills they need for later learning. Pupils' work shows that many remember important learning and apply it across different subjects. Pupils with special educational needs and/or disabilities and other vulnerable pupils benefit from targeted support and generally make suitable progress from their starting points.

Leaders understand the reasons behind previous weaknesses in achievement and have taken purposeful action to address them. These actions are beginning to improve outcomes.

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

Pupils experience a school that has been shaped thoughtfully around their needs. From the spacious outdoor areas to the library and the writing displays that chart progress from Reception to Year 6, pupils learn in an environment that reflects the importance that leaders place on helping them to grow and succeed.

Staff build supportive relationships with pupils and their families. As a result, pupils feel known as individuals. Pupils of all ages appreciate the support they receive and value the adults who help them to overcome challenges and celebrate their successes.

Learning takes place in calm and purposeful classrooms. Pupils settle quickly to tasks and show positive attitudes to their work. They enjoy discussing what they are learning and

speaking confidently about how teachers help them improve. Many pupils are particularly proud of their achievements in writing and enjoy seeing examples of work displayed around the school.

Pupils make good use of the opportunities available to them beyond lessons. They enjoy clubs, sports activities and residential experiences. The school's extensive grounds provide additional opportunities for play, learning and reflection. Some pupils benefit from the lunchtime forest club, which offers a quiet space and additional support during social times.

Inclusion is part of everyday life. Pupils with special educational needs and/or disabilities access the same experiences as their peers. Staff adapt learning carefully and provide support that meets pupils' individual needs. Pupils' differences are understood and accepted as a normal part of school life.

Pupils show respect for one another and understand the school's expectations. They know that staff will listen if they have a concern and act quickly when problems arise. This helps pupils feel secure and contributes to the school's positive atmosphere. Families value the care and support that staff provide and appreciate the sense of community that the school fosters.

Next steps

- Leaders should strengthen the use of assessment and monitoring information so that teachers identify emerging gaps in pupils' learning promptly and adapt teaching effectively to improve achievement for all pupils.
- Leaders should strengthen pupils' understanding of the protected characteristics and British values so that pupils can discuss these concepts confidently and in depth.

About this inspection

This school is part of The Bradgate Education Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gareth Nelmes, and overseen by a board of trustees, chaired by Stephen Cotton.

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.

This inspection took place from 30 June to 1 July 2026.

Inspectors spoke with pupils, parents, carers, staff and senior leaders during the inspection.

The school currently uses no alternative provision.

Lead inspector:

Nyree Parker, His Majesty's Inspector

Team inspectors:

Moira Dales, Ofsted Inspector

George Huthart, Ofsted Inspector

Peter Johnston, 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 30 June 2026

School and pupil context

Total pupils

487

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: 272

School capacity

511

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: 300

Pupils eligible for free school meals (FSM)

10.88%

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

1.85%

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

10.06%

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	53%	61%	Below
2024/25 (final)	45%	62%	Below
2023/24 (final)	49%	61%	Below
2022/23 (final)	65%	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	70%	74%	Close to average
2024/25 (final)	66%	75%	Below
2023/24 (final)	70%	74%	Close to average
2022/23 (final)	74%	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	61%	72%	Below
2024/25 (final)	52%	72%	Below
2023/24 (final)	55%	72%	Below
2022/23 (final)	75%	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	71%	73%	Close to average
2024/25 (final)	63%	74%	Below
2023/24 (final)	68%	73%	Close to average
2022/23 (final)	81%	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	43%	46%	Close to average
2024/25 (final)	17%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	64%	44%	Above

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	54%	62%	Below
2024/25 (final)	33%	63%	Below
2023/24 (final)	57%	62%	Close to average
2022/23 (final)	73%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	59%	Below
2024/25 (final)	25%	59%	Below
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	73%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	60%	Close to average
2024/25 (final)	33%	61%	Below
2023/24 (final)	57%	59%	Close to average
2022/23 (final)	73%	59%	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 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	43%	68%	-24 pp
2024/25 (final)	17%	69%	-53 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	64%	66%	-3 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	54%	80%	-26 pp
2024/25 (final)	33%	81%	-47 pp
2023/24 (final)	57%	80%	-23 pp
2022/23 (final)	73%	78%	-6 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	49%	78%	-29 pp
2024/25 (final)	25%	78%	-53 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	73%	77%	-5 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	80%	-26 pp
2024/25 (final)	33%	81%	-47 pp
2023/24 (final)	57%	79%	-22 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	73%	79%	-6 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 (3 term)	4.2%	5.2%	Below
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	4.7%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.5%	13.0%	Below
2023/24 (3 term)	11.7%	14.6%	Close to average
2022/23 (3 term)	9.0%	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