

Three Trees CofE Junior Academy

Address: High Street, Woodville, Swadlincote, Derbyshire, DE11 7EA

Unique reference number (URN): 150024

Inspection report: 28 April 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

Leadership and governance

Expected standard

Leaders and governors are committed to securing further improvement. Since the school joined the Rise Multi Academy Trust, there have been a number of important changes to staffing arrangements. Additional support for the leadership of special educational needs and/or disabilities and behaviour has brought about some effective developments. Leaders have carefully prioritised improvement areas. They are mindful of managing change carefully and ensuring improvements are sustained. These improvements are in the best interests of pupils and are making a positive difference. As a result of this careful planning, the school's strengths and priority areas are understood by all staff.

Trustees provide support and challenge to leaders and understand their duties well. They have a secure understanding of how the school is being supported to develop. Trustees monitor this work carefully and effectively.

Staff hold positive views about the school's development. They are appreciative of leaders' attention to their wellbeing and the wider day-to-day support that they receive. Staff are grateful for the quality of professional learning that they receive. They are given the time they need to implement new approaches. They are particularly grateful for the adaptations that are made to their timetables to support workload.

Parents and carers hold mixed views about the school. Some parents do not feel that communication is effective. A number of parents have concerns about the management of behaviour and the effectiveness of support for pupils with special educational needs and/or disabilities. Leaders are alert to these areas of concern. They are working with the community to arrange more opportunities to engage and listen to feedback.

Personal development and wellbeing

Expected standard

Leaders have developed a well-sequenced programme of personal development. The programme includes appropriate relationships education. Staff have received specific training to support the teaching of a range of content. This includes themes relating to pupils' spiritual, moral, social and cultural development. As a result, the overall programme has a positive impact on pupils. Pupils are reflective and have an age-appropriate understanding of important matters such as diversity and democracy. They speak with maturity and confidence about different families and demonstrate respect for one another. E-safety is prioritised in the programme, and pupils demonstrate a clear awareness of how to manage risks.

All pupils access the programme. They are very enthusiastic about the opportunities they have to perform with other pupils across the trust in the 'Rise Voices' event. Pupils enjoy attending clubs, such as cooking and athletics. Some of these clubs have been introduced more recently, and leaders are keen to extend the menu of enrichment further.

Pupils are very proud of their leadership responsibilities. Older pupils are 'buddy readers' for younger children. Pupils enjoy being class representatives and house captains. Pupils who are in the Christian ethos team are eagerly awaiting their new lanyards. Pupils take their

responsibilities seriously. This work contributes to supporting pupils' resilience, confidence and independence.

Pastoral support is a strength of the school. This aspect of the personal development programme is carefully thought through. It effectively supports a wide range of pupils effectively, including some pupils with special educational needs and/or disabilities. The school works closely with other agencies and professionals to support pupils' social and emotional learning. Staff have a secure understanding of pupils' needs and how best to support them.

Needs attention

Achievement

Needs attention 

Pupils' basic knowledge in reading, writing and mathematics is not fully secure. Outcomes in the Year 4 multiplication check and end of key stage 2 national curriculum tests are below national averages. There is variation in the quality of pupils' handwriting, and basic errors are not routinely addressed. Leaders are acting appropriately to address these development areas and carefully prioritising training.

Leaders have introduced new systems to improve the way that they check the progress of pupils with special educational needs and/or disabilities. Leaders have improved the approaches to target setting for this group of pupils over the last year. Additional support and adaptations to the curriculum are supporting pupils' achievement. However, these approaches and systems will need time to be further embedded so that pupils continue to make secure progress and be ready for their next steps.

The quality of pupils' work in books is improving following the improvements made to curriculum planning and content. Many pupils are able to talk with confidence about their learning in a range of subjects. For example, older pupils recall historical figures and the impact that these people have had on society. Pupils are curious and inquisitive about the world around them. They talk with enthusiasm about a range of themes, including biomes, population growth and hieroglyphics.

Attendance and behaviour

Needs attention 

Pupils' attendance rates are lower than those nationally. A number of pupils are persistently absent. A range of systems and processes are in place to monitor pupils' absences. Leaders offer families support to improve attendance. They keep a close eye on pupils with particularly low attendance and have introduced new approaches to promote regular attendance. These approaches include 'wishing you well' boards. The school focuses on fostering a secure sense of belonging and helping families and pupils to understand the importance of coming to school every day. These approaches to improving attendance need to be sustained and go even further so that attendance for pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, improves.

Pupils' behaviour has improved significantly. Pupils raise no concerns about bullying and they recognise that behaviour is better. During lessons, pupils are generally attentive and listen carefully to teachers. Staff make a range of very careful adaptations to the school environment and resources to ensure that pupils feel included and well supported. Leaders have supported staff to adopt a consistent and highly effective approach to managing behaviour. The approach is positive and clear. Pupils respond well to school systems and demonstrate considerable confidence and resilience.

Curriculum and teaching

Needs attention 

The teaching of the curriculum requires further improvement to ensure that outcomes improve. The way that teachers check pupils' understanding and pose questions is variable. Teachers do not check pupils' understanding as regularly as they should. As a result, some basic errors are not addressed in pupils' work. This is particularly the case for pupils who are at the earlier stages of their learning.

Some of the adaptations that staff make to their teaching are proving effective. For example, teachers make changes to the resources and the way that they present learning so that all pupils access lessons. Curriculum plans for all subject areas have improved with the support of the trust. Important knowledge is now well sequenced. A range of new approaches have been introduced in the last year to support the teaching of the basic knowledge in reading, writing and mathematics. These approaches include changes to reading and handwriting. Changes are appropriate and based upon research. However, it is too early to see the full impact of this work.

Training for teachers is well focused and has become increasingly effective. For example, in the last year, training has been adjusted to ensure that teachers return to important themes and further embed their practice. Teachers have welcomed this training and are gaining greater confidence in adapting the curriculum to ensure that all pupils access learning.

Inclusion

Needs attention 

Pupils with special educational needs and/or disabilities, disadvantaged pupils and pupils previously known to social care do not achieve well enough. Some disadvantaged pupils do not reach the expected standard by the end of Year 6. Outcomes for these pupils are lower than for pupils nationally.

Much work has taken place in recent years to strengthen the school's systems and processes. For example, systems for identifying pupils' needs and supporting pupils at points of transition are clearer. Staff have greater confidence supporting pupils. 'Pupil profiles' are used to set out targets for children and are carefully checked. The targets that are set for pupils, and the support that they receive, have improved. However, some of the systems and approaches introduced are new and there is more work to do.

Leaders have accurately identified the main barriers that many pupils face. Additional funding is used to tackle these barriers and has a positive impact on approaches in specific areas such as behaviour. The school benefits from additional support provided by the trust.

Leaders welcome this support and are rightly proud of the changes they have secured. This work should now be fully embedded and carefully monitored for further impact.

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

Pupils are confident and engage in school life. They enjoy learning to read and write. They are proud of work in their books. Staff know pupils well. Pupils feel safe and know that there are lots of people they can speak to if they have a worry. The school has focused on improving pupils' behaviour in recent years. This focus has helped secure improvements. Pupils behave well and benefit from a calm and orderly learning environment. At playtime, pupils have lots of equipment to play with and enjoy making use of the well-maintained grounds. However, some pupils do not come to school often enough.

The school's Christian ethos shines through its vision and values. This is reflected in the school's name, which signifies growth and aspiration. The school provides pupils with a wide range of experiences to realise this vision. Pupils welcome these opportunities and take their leadership responsibilities seriously. The 'pupil parliament' recently organised an Easter parade, and pupils were excited to take part in a local 'festival of words'. Older pupils camp on the school field in the summer and attend residential. Many children speak with pride and interest about their local area and how they help people. There is a deep sense of community spirit.

Leaders are focused on improving outcomes, but key stage 2 achievement is below national averages. Some pupils leave Year 6 without achieving the expected standard in reading, writing and mathematics. Some pupils have gaps in the basic knowledge and skills they need for wider learning. These gaps and any wider barriers to learning are not closing quickly enough. This means some pupils are not prepared enough for their next steps.

Leaders are securing improvements with inclusion but there is more work to do. Outcomes for disadvantaged pupils are not in line with national averages. Pupils with special educational needs and/or disabilities receive better support, but systems and approaches need to be embedded and sustained further.

Next steps

- Leaders should continue to embed systems and processes to check on pupils' absences in order secure further improvement to overall rates of attendance and reduce persistent absence.
- Leaders should continue to embed systems for identifying and meeting pupils' needs so that any barriers to learning are addressed quickly and accurately and pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, achieve well.
- Leaders should ensure that staff have the necessary training to develop pupils' foundational knowledge successfully and identify and address gaps in learning.

- Leaders should ensure that teachers regularly and consistently check pupils' understanding so that misconceptions are identified quickly and accurately and pupils' outcomes improve.
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About this inspection

This school is part of Rise Multi 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 (CEO), Dave Ellison-Lee, and overseen by a board of trustees, chaired by Stephen Adshead.

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 executive headteacher, head of school, office manager, members of the senior leadership team, trust executives and a trustee during the inspection. The lead inspector also met with the CEO, deputy CEO and director of school effectiveness during the inspection.

This school is registered as having a church of England religious character. It is in the Diocese of Leicester.

The school currently makes use of 3 alternative provisions, including 2 that are unregistered.

The head of school is Jessica Baird.

Executive headteacher: Jo Westaby

Lead inspector:

Jonathan Keay, Ofsted Inspector

Team inspectors:

Ahson Mohammed, Ofsted Inspector

Tim Leah, 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 28 April 2026

School and pupil context

Total pupils

320

Close to 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

340

Close to 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)

52.19%

Well above 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

3.75%

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

25.31%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

Above 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)	49%	62%	Below
2023/24 (final)	41%	61%	Below
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)	60%	75%	Below
2023/24 (final)	60%	74%	Below
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)	64%	72%	Below
2023/24 (final)	56%	72%	Below
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)	64%	74%	Below
2023/24 (final)	64%	73%	Below
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)	39%	47%	Close to average
2023/24 (final)	20%	46%	Below
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%	

Year	This school	National average	Compared with national average
2024/25 (final)	53%	63%	Close to average
2023/24 (final)	34%	62%	Below
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)	45%	59%	Below
2023/24 (final)	34%	58%	Below
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)	50%	61%	Close to average
2023/24 (final)	31%	59%	Below
2022/23		59%	

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)	39%	69%	-30 pp
2023/24 (final)	20%	67%	-47 pp
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)	53%	81%	-28 pp
2023/24 (final)	34%	80%	-45 pp
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)	45%	78%	-34 pp
2023/24 (final)	34%	78%	-43 pp
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)	50%	81%	-31 pp
2023/24 (final)	31%	79%	-48 pp
2022/23		79%	

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)	5.9%	5.2%	Close to average
2023/24 (3 term)	5.8%	5.5%	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 (3 term)	16.2%	13.0%	Close to average
2023/24 (3 term)	15.1%	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.

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