

# Inspection of Leigh Beck Junior School

Point Road, Canvey Island, Essex SS8 7TD

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Inspection dates: 12 and 13 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils say that their school is a safe and special place to be. They are happy and enjoy attending. Pupils talk excitedly about the events the school holds for the community, such as 'winter wonderland', when they can ice-skate. Pupils also appreciate the many clubs that staff run. They say that staff regularly go above and beyond to make school fun.

Pupils embody the school's values, the 'Leigh Beck Five Ways', in all that they do. Pupils are kind and have respect for each other. They appreciate that everyone is different, and that people have their own views that they can express. Pupils know to talk through issues when they 'fall out' with friends. They say that 'no one is picked on here'. Bullying is very rare.

Pupils enjoy the many opportunities to lead and to represent their peers' views. For example, pupils can be eco-warriors or pupil ambassadors. Pupils have a strong sense of social duty. They contribute to improving their community, such as cleaning the beaches and working on allotments.

Almost all parents and carers recommend the school. Many are of the view that staff 'deserve a well-done' for all that they do for pupils.

## **What does the school do well and what does it need to do better?**

Leigh Beck Junior School has improved a great deal since joining the Lion Academy Trust. The trust has invested considerably in staffing and resourcing, so that pupils receive a high-quality and rich educational experience. Pupils have access to an ambitious curriculum that prepares them well for the next stage of education.

There is an aspirational reading curriculum that helps pupils develop a love of reading. Leaders carefully choose books to help pupils broaden their horizons. Many pupils read daily, in line with leaders' expectations. Pupils talk enthusiastically about a range of books and authors they have enjoyed. As part of the school's reading programme, younger pupils strive to be one of the school's pupils who can access any book in any book corner. Staff provide skilful help to pupils who are learning to read. Staff teach the phonics programme effectively and ensure that pupils practise reading books that match their ability. Pupils become successful readers.

Leaders have designed the curriculum to help pupils gain important knowledge and understanding step by step across subjects. In most subjects, this happens well. For example, in mathematics, pupils successfully use what they already know and can do to work out new problems of increasing difficulty.

Leaders ensure that teachers receive additional training and support to teach the curriculum effectively, so pupils learn and achieve well. The trust provides regular opportunities for teachers to work together. Leaders and teachers appreciate the

wealth of information they receive and the sharing of ideas to continually improve their teaching practice.

It is noticeable how confidently pupils can explain their learning. This is particularly evident when pupils talk about what they learn in subjects such as science. Pupils speak knowledgeably and use appropriate vocabulary. In most subjects, pupils demonstrate that they are deepening their understanding well and know what they need to do to get better. This is not the case across all subjects in the curriculum. Work is well under way to address this.

Leaders demonstrate high expectations in all curriculum plans. However, some teachers are still getting to grips with how best to teach the curriculum in a few subjects. When teachers know the subject content they are teaching well, they extend pupils' thinking further through the questions they ask and the conversations they have. Teachers are clear about what pupils need to do to get better at the subject. When teachers are less confident about the subject matter, they do not do this. Nor do they recognise when, or how best to move pupils on in learning more complex ideas.

Pupils with special educational needs and/or disabilities (SEND) have their needs identified and responded to quickly. Pupils' individual support plans are precise and are regularly reviewed. Leaders provide additional guidance for teachers about the support for pupils who have education, health and care plans. Teachers respond in a timely fashion to pupils' changing needs. Pupils with SEND are accessing the same curriculum as their peers and are achieving well.

Pupils are well behaved. Their all-round development is a high priority. Pupils value the personal, social and health education (PSHE) lessons as they 'learn a lot about life'. Pupils learn about values and their place in society, as well as other cultures and traditions.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know pupils well. Adults readily spot when a pupil is upset or worried. Regular training ensures that staff understand the signs to look out for should a pupil be at risk of harm. Staff are particularly caring and vigilant, ensuring that pupils' health and safety are given a high priority.

Leaders liaise effectively with external agencies to ensure that the most vulnerable pupils are kept safe. Governors and trust leaders keep a watchful eye so that safeguarding procedures are robust.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In a very few subjects, teachers are still to gain subject expertise. In these subjects, pupils are not always helped to extend their ideas to learn more deeply and widely. Leaders should continue to refine and deliver training to develop teachers' subject knowledge further, so that teachers confidently teach all subjects well.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	144350
<b>Local authority</b>	Essex
<b>Inspection number</b>	10212076
<b>Type of school</b>	Junior
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	303
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Robin Thompson-Clarke
<b>Headteacher</b>	Aaron Wright
<b>Website</b>	<a href="http://www.leighbeckjuniorschool.net">www.leighbeckjuniorschool.net</a>
<b>Email</b>	<a href="mailto:school@leighbeckjuniorschool.net">school@leighbeckjuniorschool.net</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Leigh Beck Junior School joined the Lion Academy Trust in September 2017. The executive headteacher, who is headteacher of the school, joined in January 2019.
- The school does not use alternative provision.
- There is a breakfast and after-school club for pupils who attend the school.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors spoke with the director of schools from the multi-academy trust, the chair of the parent advisory board, the executive headteacher, senior leaders, staff and pupils about the school's provision.

- Inspectors spoke with parents at the start of the school day.
- Inspectors observed pupils' behaviour in lessons and at less structured times.
- Inspectors carried out deep dives in early reading, mathematics, science, history and art to evaluate the quality of education. For each deep dive, inspectors met with subject leaders, considered curriculum plans, visited a sample of lessons, spoke to teachers, spoke with pupils about their learning and scrutinised samples of pupils' work.
- Inspectors looked at the curriculum plans for other subjects and spoke with pupils about their learning.
- Inspectors considered the provision for PSHE, relationships and sex education, health education and religious education.
- Inspectors met with the leader in charge of SEND and scrutinised documentation for SEND. Inspectors observed support for pupils with SEND.
- Inspectors reviewed the school's information on behaviour, bullying and attendance. Inspectors reviewed safeguarding records and spoke with the trust director of schools, the chair of the parent advisory board, leaders, staff and pupils about safeguarding arrangements.
- Inspectors considered the 59 responses to Ofsted's online survey, Ofsted Parent View, and the 19 free-text comments. Inspectors considered the 24 responses to Ofsted's staff survey and 80 responses to Ofsted's pupil survey.

### **Inspection team**

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