

Inspection of Leigh Church of England Academy

Plants Hill Crescent, Tile Hill, Coventry, West Midlands CV4 9RQ

Inspection dates: 27 and 28 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected

What is it like to attend this school?

Pupils are happy and feel safe at Leigh Church of England Academy. Leaders have high aspirations for every pupil. Pupils try their best to live the school motto 'aim ever higher' in all aspects of school life. They are proud of their school and most enjoy attending. However, some pupils do not attend school as regularly as they should. This means they struggle to develop positive attitudes to learning.

Pupils achieve well academically and personally. Parents are positive about the quality of education their children receive. Leaders ensure that reading is well taught. Pupils gain wider experiences through activities such as residential, having visitors to school and attending workshops. For example, Year 6 pupils recently developed their knowledge of Victorian life during a workshop on crime and punishment.

Leaders have high expectations of pupils' behaviour. Pupils listen attentively and are fully engaged in their learning during lessons. At social times, pupils play well together. Bullying is not tolerated. Pupils are confident that staff will resolve any issues or concerns they have.

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

Leaders have created an ambitious curriculum for pupils. In most subjects, the curriculum is carefully sequenced so that pupils know and remember more over time. Leaders have made it a priority to make sure that pupils who need to catch up following the COVID-19 pandemic are given the help they need. They are making positive gains in their learning. Staff provide effective support for pupils with special educational needs and/or disabilities and disadvantaged pupils. This enables them to access the same curriculum as other pupils in school. Pupils who struggle or need harder work receive the right support. As a result, pupils achieve well.

Teachers have high expectations of what pupils should achieve. They make regular checks on pupils' learning during lessons. Teachers recap prior learning to help pupils remember things they have learned before. They plan the next steps carefully to meet pupils' needs based on what pupils know and can do already. The development of the curriculum in some subjects, though, including art and music, has been delayed because of the COVID-19 pandemic. Leaders are not as far ahead with this work as they would have liked. Some leaders are new to subject leadership and are not yet confident in how to check and assess what pupils know and remember in foundation subjects.

Leaders prioritise reading. The reading curriculum is carefully structured. Teachers have the knowledge and resources they need to teach phonics well. Reading books closely match the sounds pupils are learning. Pupils read regularly in school and achieve well. Effective support is provided quickly to any pupil who struggles with their reading.

Children in the early years settle well into school life because clear routines are well established. Staff want pupils to do well from the moment they start school. Staff plan learning carefully, based on what children know and can do. The youngest pupils learn about number through practical activities, songs and rhymes. Children in need of additional support are swiftly identified and get the help they need. Children develop confidence through making choices in their learning. However, sometimes, children do not know what is expected of them when they are working independently. This means that children are not always supported to practise and consolidate their learning.

The curriculum to support pupils' personal development is carefully structured to help pupils to learn how to make safe decisions. Strong pastoral support means pupils get the help and advice they need. Pupils develop an age-appropriate understanding of positive and respectful healthy relationships. Pupils learn to care for the local environment, for example by collecting litter. They partner with a local business to make seed bags to feed birds and bees in the wildlife area. Pupils enjoy singing in preparation for the 'Young Voices' event later this term. Opportunities such as 'junior police community support officers' allow pupils to take on responsibilities in school. In doing so, they develop confidence and communication skills. The school rules help pupils to understand right and wrong and how to keep themselves and others safe. Opportunities to learn about other cultures and religions help pupils to recognise and respect others' differences. As a result, pupils are well prepared for life in modern Britain.

Senior leaders, governors and trust members want all pupils to have the best possible start in life. They work well as a team and respect each other. They have an accurate understanding of the school's strengths and priorities for improvement. Staff know how to raise and act on any concerns they have. Staff told inspectors that leaders are supportive of their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise the welfare of pupils. They are vigilant and ensure that staff attend regular safeguarding training. Staff record and report concerns swiftly, including child sexual harassment, domestic abuse and neglect. Leaders work in partnership with external agencies to secure help for those pupils who need it.

Pupils learn about online safety and healthy relationships. They learn about safety and hazards when out and about in the community. Pupils know how to raise concerns with trusted adults in school.

Leaders ensure the necessary safeguarding checks are undertaken before staff are employed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not attend school regularly enough. This means that gaps emerge in their knowledge, and they struggle to develop positive attitudes to learning. Leaders should take further steps to work with these pupils and their families to instil the importance of regular school attendance so that attendance improves for these pupils.
- Leaders have recently revised the curriculum in art, design technology and music. However, they have not yet evaluated the impact that the new curriculum is having on what pupils know and remember. Leaders should support subject leaders to monitor these subjects and develop further assessment of what pupils know and remember in all foundation subjects, particularly art, design technology and music.
- Expectations of continuous provision in the early years are not clear enough. Sometimes, children lack direction and are unclear about what is expected of them. Leaders should support staff to plan for and support children to practise and consolidate prior learning effectively when working independently.

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

Unique reference number	145214
Local authority	Coventry
Inspection number	10226902
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	223
Appropriate authority	Board of trustees
Chair of trust	Paula Whitfield
Headteacher	Lynn Lee
Website	www.leigh.covmat.org
Date of previous inspection	Not previously inspected

Information about this school

- The school uses two registered alternative provision providers.
- The school has not yet been inspected under section 48 of the Education Act 2005. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The academy is due to be inspected within 18 months.

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 received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, geography, mathematics and music. This included visiting lessons, looking at pupils' work, examining curriculum documents and talking with pupils and staff. They also looked at work from a sample of other subjects.

- Inspectors listened to pupils read and reviewed reading resources.
- The lead inspector looked at a range of documentation on the school's website as part of the preparatory work.
- Inspectors reviewed the school's safeguarding arrangements. This included examining the record of employment checks on school staff.
- Inspectors observed pupils' behaviour in lessons and at other times during the day.
- During the inspection, inspectors had formal meetings with the headteacher, the deputy headteacher, subject leaders, the special educational needs and disabilities coordinator, the designated safeguarding lead, the early years leader, governors and trust representatives.
- The lead inspector took account of responses to the online survey, Ofsted Parent View, the pupil survey and the staff survey.

Inspection team

Lorraine Lord, lead inspector

Ofsted Inspector

Gail Brindley

Ofsted Inspector

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