

Inspection of Leverton Church of England Academy

Main Street, North Leverton, Retford, Nottinghamshire DN22 0AD

Inspection dates: 24 and 25 May 2023

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 Good

What is it like to attend this school?

Pupils are happy at this friendly, welcoming school. They enjoy their learning and being with friends. Pupils say that they feel safe. They know that staff are quick to sort out concerns for them. One pupil told inspectors: 'We like that this is a school where everyone cares.'

Staff have high expectations of pupils. The school's values permeate its work. Pupils understand the values. They enjoy making a positive contribution to the life of the school. They like being well-being leaders and members of the junior leadership team.

Pupils are a credit to the school. Classrooms are calm and purposeful places of learning. Pupils play happily together at breaktime and lunchtime. They are well mannered and care for each other. Pupils want to do their best. They have a can-do attitude to learning and respond positively to the staff. One pupil told inspectors: 'The staff here are encouraging, kind and motivational.'

Most parents and carers are delighted with the school. One parent, typical of many, said: 'Leverton may be a small school, but it is full of people with big hearts.' Parents like the broad range of after-school clubs and that nothing is too much trouble for the staff.

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

Leaders have established an ambitious curriculum that starts right from nursery. Here, children learn new vocabulary from the outset. Communication and language development are at the heart of the school's curriculum, along with a sharp focus on children's personal development. This carefully considered approach continues through to the Reception class.

Most of the curriculum is set out clearly and teachers know what to teach and when. Leaders are refining some curriculum areas to ensure that the important knowledge that pupils need to acquire is clearly identified. In these areas, the thinking is not yet fully established regarding what pupils will learn during their time at school.

In more-developed areas of the curriculum, leaders have thought very carefully about how to prepare pupils for what they will be taught in subsequent year groups. Teachers have good knowledge of the subjects they teach. They use questioning very effectively. Many pupils remember what they have learned. For example, pupils recall learning about rising sea levels and floods. They can explain what erosion is. Other pupils readily explain how to pass accurately when playing hockey.

Leaders are determined that all pupils will learn to read. There is a well-planned and structured reading programme in place. Children start learning to read soon after joining the Reception class. All pupils make strong progress with their phonic

knowledge. Early readers receive high-quality support. Staff make sure that books are closely matched to the letters and sounds that pupils are learning. Those who begin to fall behind are given the right support to get them back on track.

The mathematics curriculum is well planned. It is set out so that pupils build up their understanding. Pupils enjoy mathematics. They confidently articulate what they have learned. For example, pupils can explain how to multiply by 10. In the early years, children recognise the total number of fingers without counting them. Others use mathematical vocabulary such as 'half-full' and 'full,' when describing containers of water.

Leaders regularly check how successfully pupils with special educational needs and/or disabilities (SEND) access the curriculum. They regularly seek advice from external agencies, to ensure that pupils with SEND thrive at school. Teachers identify the needs of pupils with SEND accurately. They adapt their teaching well so that these pupils can access the curriculum.

Leaders have established a culture of calm, kind and thoughtful behaviour. Relationships between pupils and adults are incredibly positive. Pupils have a high regard for one another.

Leaders plan carefully for pupils' personal development. Leaders ensure that pupils are well prepared for life in modern Britain through the taught curriculum. Leaders provide opportunities for pupils to carry out leadership roles. Pupils say that they enjoy these positions of responsibility. Leaders ensure that all pupils access a range of clubs and extra-curricular activities. Many pupils participate in sports competitions with other schools. Teachers make sure that pupils learn about different types of families. Leaders are ensuring that pupils' knowledge of the fundamental British values and of world faiths continues to be prioritised.

Leaders work very well with staff. They consider staff's well-being and workload. Staff are overwhelmingly positive about leaders and the support they provide. Staff are proud to work at this school. Governors and representatives of the multi-academy trust know the school well. They understand the school's strengths and collectively tackle areas of improvement.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at the school. Leaders provide regular training for staff. Leaders and trustees regularly check the school's safeguarding procedures. Record-keeping is detailed and thorough.

Leaders ensure that the curriculum provides opportunities for pupils to learn how to stay safe, including when online. Pupils know who to go to if they have a concern. They know that staff take their concerns seriously.

Staff know how to spot pupils who may be at risk of harm. They pass on concerns promptly. Leaders support pupils' welfare. They work well with external agencies to provide additional help when needed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' curricular thinking in a small number of subjects is underdeveloped. This means that teachers are unsure of the important knowledge that pupils should learn and when this should be taught. This hinders some pupils' achievement. Leaders should ensure that, in all subjects, leaders identify the essential knowledge that pupils must learn and by when.

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.

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	137986
Local authority	Nottinghamshire County Council
Inspection number	10240975
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	94
Appropriate authority	Board of trustees
Chair of trust	Phil Blinston
Headteacher	Rebecca Chadwick
Website	www.levertonacademy.co.uk
Date of previous inspection	3 October 2019, under section 8 of the Education Act 2005

Information about this school

- The school joined the Diocese of Southwell and Nottingham Multi-Academy Trust in January 2023. When its predecessor school, also called Leverton Church of England Academy, was last inspected by Ofsted, it was judged to be good overall.
- The school does not make use of any alternative provision.
- The last section 48 inspection of Anglican and Methodist schools took place in January 2016. This is an inspection of the school's religious character.

Information about this inspection

The inspectors carried out this graded 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 met with the headteacher, the assistant headteacher, curriculum leaders, the leader with responsibility for the provision for pupils with SEND, and

teaching and support staff.

- The inspectors carried out deep dives in reading, mathematics, geography and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in other subjects.
- Inspectors examined a range of school documents, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- One inspector met with the designated safeguarding lead. He considered the safeguarding policy, training records and examples of safeguarding concerns.
- Inspectors considered the responses to the online survey, Ofsted Parent View, and the responses to Ofsted's free-text service. They also considered the responses to the staff survey and the pupil survey.

Inspection team

Damien Turrell, lead inspector

His Majesty's Inspector

Lea Mason

Ofsted Inspector

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