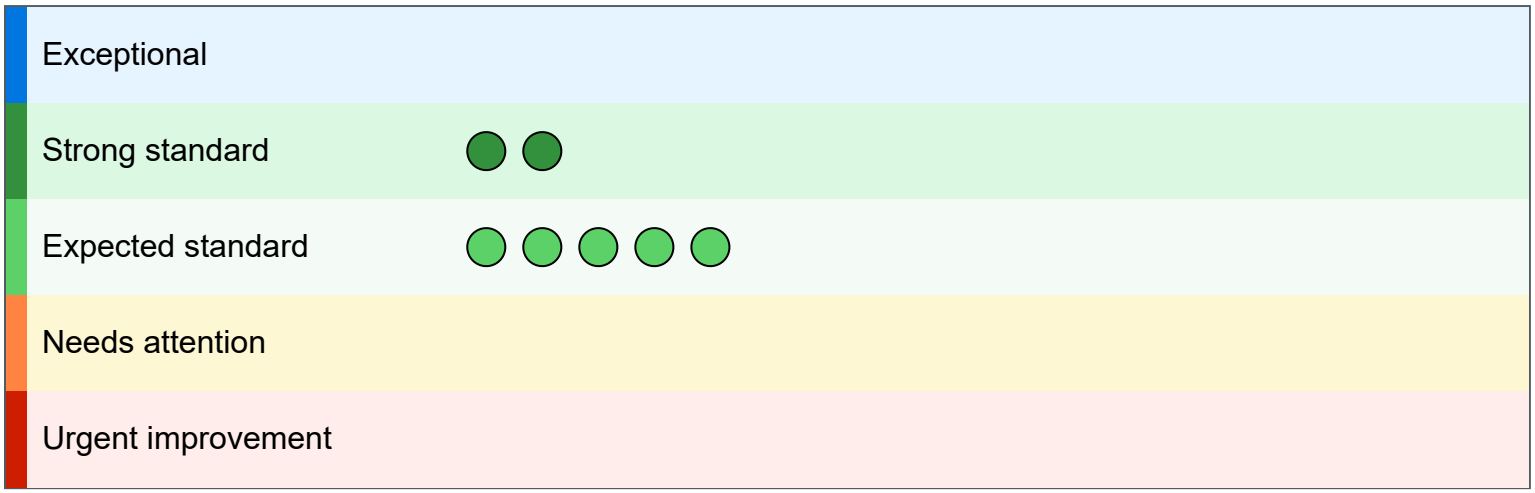
Leighterton Primary School

Address: Boxwell Lane, Leighterton, Boxwell Lane, Tetbury, Gloucestershire, GL8 8UH

Unique reference number (URN): 149620

Inspection report: 28 April 2026



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

Achievement

Strong standard

Pupils achieve well. Outcomes in the phonics screening check, multiplication tables check and end of key stage 2 national tests are all above national averages. Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) make impressive progress from their starting points.

Pupils learn well across the curriculum. The work pupils produce reflects how their learning builds over time and the progress they make. This is particularly evident in the work of disadvantaged pupils, those with SEND and those who may face other barriers to learning. This is because staff are adept at identifying any gaps pupils may have in their reading, writing and mathematical skills. These gaps close quickly through thoughtful intervention and support.

Leaders ensure that pupils leave Leighterton with the skills and knowledge that will help them to be successful in the next stage of their education.

Attendance and behaviour

Strong standard

Leaders have the highest expectations of pupils' attendance and behaviour. Pupils and their families understand the importance of attending school. Attendance levels are above the national average. Leaders take a rigorous approach to improving attendance by analysing patterns in depth. They identify precisely any barriers that might be impacting a pupil's attendance and put in place targeted interventions, including the school's breakfast club. Leaders proactively support parents and carers to improve their child's attendance. The impact of this work has demonstrably improved attendance of disadvantaged pupils, those with special educational needs and/or disabilities and pupils who were previously persistently absent.

Leaders have implemented a successful strategy to support pupils' excellent behaviour. The school values underpin this. Staff implement the school's approach thoughtfully and consistently. Pupils learn the difference between right and wrong in Reception Year. As they get older, they learn how to manage their own behaviour. Pupils' behaviour in lessons is a strength. They are attentive and listen carefully. At social times, pupils are respectful and considerate of others. On the rare occasion when a pupil makes a wrong choice, including bullying, staff deal with incidents quickly and effectively. They provide the right support so that pupils understand the importance of making better choices.

Expected standard

Curriculum and teaching

Expected standard

Leaders have improved the curriculum so that it is ambitious and well matched to pupils' needs. It is thoughtfully designed to help pupils build their learning over time and gain a

depth of understanding across all subjects. The school's curriculum helps pupils understand what it means to be a historian or a scientist, for example.

Teachers have secure subject knowledge, which they use to question pupils effectively and develop their thinking. Teaching is thoughtful and designed to capture pupils' imagination. For example, pupils enjoy making predictions in science. Teachers use whole-school teaching approaches to support pupils to learn the curriculum. However, in some subjects, the specific learning tasks that staff design do not provide pupils with the opportunity they need to deepen their understanding.

Leaders have sharpened aspects of the school's work to enhance how well all pupils secure early writing and number skills. The teaching of reading and phonics is clear and well established from the early years onwards. Teachers provide effective support to pupils who need help to keep up with their peers.

Early years

Expected standard

Leaders place a high value on the importance of the early years foundation stage. They have devised a well-sequenced curriculum that helps children build their knowledge and skills over time. Staff consider children's interests when planning learning activities. The learning environment and resources support the curriculum well.

Early reading, writing and mathematics are priorities in the early years. Children learn the basics of reading through phonics teaching and develop a love of reading. As a result of effective teaching, children achieve well in the early years and enjoy learning. For example, they show great interest when observing and talking about tadpoles, froglets and chicken eggs. Staff's interactions typically support the development of pupils. However, these interactions are not as frequent and purposeful as they could be. This means that sometimes pupils' vocabulary does not develop as quickly as it could.

Leaders know children and their families well. Leaders ensure that children benefit from a positive start to their time in school. Children, especially those who are disadvantaged or those with special educational needs and/or disabilities, have their needs identified, receive effective support and enjoy learning. Children’s wellbeing and development are embedded within their daily learning experiences. Secure relationships help children gain independence right from the moment they join the early years. Children are typically well prepared to begin Year 1.

Inclusion

Expected standard

Leaders have created an inclusive culture where all pupils feel valued, safe and able to participate fully in school life. Staff support pupils with special educational needs and/or disabilities (SEND), those who are disadvantaged, and those who are known to or have previously been known to social care well. Leaders and staff identify pupils’ needs quickly and accurately. They know pupils well and put in place adjustments to overcome barriers and close gaps in learning.

In lessons, staff use purposeful strategies that enable pupils with SEND to engage successfully in their learning. They make appropriate adaptations to the curriculum where

needed. As a result, pupils with SEND learn alongside their peers, engage well and make secure progress from their starting points.

Leaders work closely with families and external agencies to mould the support that pupils receive. Parents and carers are positive about the support their children receive. Leaders use the additional funding they receive to improve disadvantaged pupils' learning and wellbeing.

Leaders rigorously check the impact their work is having on pupils. They analyse a range of information and track pupils' progress against their targets. Leaders take prompt action to adjust support if it is not having the desired impact on pupils. This means that pupils with SEND become increasingly independent in their learning as they progress through the school.

Leadership and governance

Expected standard

Leaders, including governors, have a very clear understanding of the strengths of the school. They identify where there are aspects of the school's work that can be further refined and improved. Their actions have a demonstrable and positive impact. For example, the significant focus and improvement in pupils' knowledge in reading, writing, handwriting and number across the school has been rapid.

School leaders consider what is best for students when making decisions. As a result, pupils who are disadvantaged or those with special educational needs and/or disabilities get every opportunity to succeed. This has strengthened the inclusive nature of the school.

Governors understand the school's strengths and priorities for improvement. They assure themselves that leaders are addressing these priorities well. As a result, they fulfil their statutory duties, such as checking the effectiveness of safeguarding procedures, effectively.

Staff are proud to work at the school and share the same high ambition for all pupils. They also value the actions that leaders take to consider their workload. Staff benefit from an extensive programme of professional learning that aligns with the school's priorities. Effective partnership work with other schools within the trust enables leaders to further enhance the school's training and development offer for its staff and leaders.

Leaders have built a cohesive community culture. They ensure that parents and carers feel involved in school life. Parents are overwhelmingly positive about the school. They value how staff help pupils to build their confidence and independence.

Personal development and wellbeing

Expected standard

Pupils' personal development and wellbeing are central to leaders' work. Pupils flourish as the individuals they are. The school's personal, social and health education (PSHE) curriculum is well sequenced. Concepts such as health, wellbeing and relationships are routinely revisited, which helps pupils to remember what they have learned. Leaders are increasingly aware of ensuring that the curriculum reflects the cultural diversity of modern Britain, including the texts pupils read. Pupils learn about different religions and significant people, such as Nelson Mandela, in whole-school assemblies.

Pupils demonstrate confidence, self-belief and respect for others. The school's curriculum has instilled a sense of justice in pupils. They are determined to treat everyone as an equal, regardless of people's appearance or religion. Pupils talk with confidence about looking after their mental health. This demonstrates the impact of a new scheme leaders have implemented that supports the teaching and understanding of positive mental health. Staff adapt the PSHE curriculum sensitively for pupils with special educational needs and/or disabilities. This includes using visual prompts or alternative ways for pupils to express their views and opinions.

The relationships and sex education and health education curriculum gives older pupils an age-appropriate understanding of healthy relationships. Pupils recognise the benefits of the online world, but they equally understand the risks of the internet. They demonstrate an acute awareness of how to stay safe.

Leaders ensure that all pupils benefit from a range of enriching opportunities and experiences, including clubs, trips and residentials. Pupils relish the many leadership opportunities that they can experience. House captains enjoy the responsibility of collecting house points, and school councillors recognise that they can contribute to school improvement. For example, pupils recently introduced 'the small world' into the playground during lunch following a school vote.

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

Pupils love their school. They, along with their parents and carers, value the strong sense of community that exists. When pupils first arrive each morning, they enjoy being able to socialise with their friends before entering their classrooms. The school lives and breathes its 'oak' values of 'optimism, aspiration and kindness' in every aspect of school life. Pupils demonstrate these values when they support one another in lessons. They talk with pride about when these values are recognised on 'the values tree'.

Pupils know that staff care for them and want them to do well. They are confident that adults will deal with any concerns they have, including rare occasions of bullying, swiftly and effectively. Pupils feel safe and know how to keep themselves safe. They understand the reasons behind school rules, including not climbing the trees on site. Pupils pride themselves on their high attendance. Many engage in a healthy sense of competition around not missing time in school.

Pupils' behaviour is impressive. They have a genuine love for learning and enjoy lessons. Consistent routines ensure that pupils do not waste any time. Pupils take pride in their work and become fully engaged in learning activities. As a result, pupils from Reception Year onwards achieve well across the curriculum. Leaders and staff provide effective support to any pupils who face barriers to their learning and/or wellbeing. Pupils progress well from their starting points and are ready for the next phase of their education.

The school offers a range of activities that help pupils develop their talents, interests and personalities. This includes the 'dance areas' on the playground. Older pupils are keen to

take on responsibilities, for example, as Year 6 'buddies', who facilitate pupils of all ages to play well together.

Next steps

- Leaders should ensure that staff in the early years engage children in high-quality interactions that develop and extend their knowledge and vocabulary.
- Leaders should support staff to design learning activities that provide pupils with the opportunities they need to deepen their understanding across the curriculum.

About this inspection

This school is part of the Athelstan 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), Matthew Evans, and overseen by a board of directors, chaired by Keval Shah.

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.

Inspection activities:

Inspectors spoke with the executive headteacher and other senior leaders during the inspection. Inspectors also met with the trust directors, members of the governing body and the CEO.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Executive Headteacher: Jane Rushton

Lead inspector:
Thomas Brewer, His Majesty's Inspector

Team inspector:
Lorna Buchanan, 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

109
Well below 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

119
Well below 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)

6.42%
Well 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

0.00%
Well 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

14.68%
Close to average

What does this mean?

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

National average: 15%

Location deprivation

Well 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		61%	
2024/25 (final)	92%	62%	Above
2023/24 (final)	S	61%	S
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)	92%	75%	Above
2023/24 (final)	S	74%	S
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)	92%	72%	Above
2023/24 (final)	S	72%	S
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)	92%	74%	Above
2023/24 (final)	S	73%	S
2022/23		73%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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)	S	47%	S
2023/24 (final)	S	46%	S
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%	
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
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)	S	59%	S
2023/24 (final)	S	58%	S
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)	S	61%	S
2023/24 (final)	S	59%	S
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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)	S	69%	S
2023/24 (final)	S	67%	S
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)	S	81%	S
2023/24 (final)	S	80%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
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)	S	78%	S
2023/24 (final)	S	78%	S
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)	S	81%	S
2023/24 (final)	S	79%	S
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

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)	4.4%	5.2%	Below
2023/24 (3 term)	3.3%	5.5%	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)	5.1%	13.0%	Below
2023/24 (3 term)	6.2%	14.6%	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.

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