

Leigh Church of England Academy

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

Unique reference number (URN): 145214

Inspection report: 9 June 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

Early years

Expected standard 

Leaders ensure that they know children well before they start school. This helps them to settle quickly. Staff establish positive relationships with children. As a result, children feel safe and happy. They play well together and work cooperatively.

Leaders have designed a curriculum that builds important knowledge across the early years. They have thought carefully about how to link this to the Year 1 curriculum. This helps children to transition successfully into more formal learning. Leaders check the impact of teaching and support staff to build greater expertise. For example, leaders identified that there were some missed opportunities for interactions to extend children's language, so they provided training to develop this. Staff teach important reading, mathematics and writing knowledge systematically. This means that children secure key early knowledge. Staff design engaging activities, which promote learning and peer interaction. Children want to try these, and staff make sure all children experience the full breadth of the early years offer. Staff know the children well. Disadvantaged pupils, those with special educational needs and/or disabilities and those known (or previously known) to social care access learning that staff skilfully adapt to meet their needs.

Inclusion

Expected standard 

Leaders have created an inclusive culture. They quickly assess children when they join the school so that they understand the barriers they may face. Many pupils also join through the school year. Some of these have significant barriers to learning and/or wellbeing. Where this is the case, leaders swiftly identify their needs and implement effective support. This means pupils settle quickly and integrate well with their classmates. Sometimes, intended outcomes on support plans lack sharpness. However, there are also many positive examples of this, such as in personalised education plans for children known to social care. In the most effective plans, support is responsive and adapts to changing need. Leaders use interventions to address gaps in learning and to improve pupils' mental health and wellbeing. They check these are working well and change them as needed.

Leaders spend funding for disadvantaged pupils well. They use it to provide experiences, both in school and out of school. They also use it to help close gaps in learning. Leaders evaluate this effectively so that they understand the difference their actions make. Pupils known to social care access effective support. This ensures that they feel safe and that they belong.

The school currently uses alternative provision. Leaders work closely with the provisions and ensure that placements will help support pupils. This is always used in the best interests of pupils. It often helps pupils to experience greater success and increase attendance at school.

Leadership and governance

Expected standard 

Leaders know the community well and are passionate about providing every pupil with the best chance to succeed in life. They have created an environment where pupils feel safe and can thrive. Safeguarding and pastoral support is a crucial part of their work, and they ensure that pupils and families access the right support at the right time. Leaders accurately evaluate the school's strengths and areas for improvement. They work with drive, ambition and determination in the best interests of pupils. They know there is still work to do in some areas, such as attendance and achievement, but they focus on the right things, in the right order. For example, the school environment is calm, orderly and conducive to learning. In addition, the right structures are now in place for reading, writing and mathematics. The impact of this is evident in younger pupils' achievement in lessons.

Trustees responsible for governance understand their statutory duties. They allocate resource well and make sure that leaders have the right support. The local academy governance committee also shares leaders' vision for the community and provides robust challenge to help them achieve this.

Leaders have designed an effective professional learning programme. This utilises external expertise, internal training, multi-academy trust support and ongoing coaching. As a result, staff develop the expertise to fulfil their duties well in the areas that leaders prioritise. Early career teachers access effective support. Staff say that leaders support their workload and wellbeing. Parents support the school's work. They praise the impact leaders have had with their children, particularly those that may be vulnerable or experience barriers to learning and/or wellbeing.

Personal development and wellbeing

Expected standard 

Leaders have designed an effective personal development programme that provides pupils with the skills and knowledge they need to be successful in the next stage of their lives. Leaders consider the needs of the context. They ensure that pupils access experiences that promote positive values and wider knowledge. For example, pupils visit care homes to read to residents, and the choir sings to the community at church. This results in a connection to the local area. Pupils show respect, courtesy and friendliness. They welcome visitors warmly. When speaking, they take turns and listen to one another. This helps them to forge positive relationships and feel they belong. Pupils engage in discussion and decision-making activities to help them understand fundamental British values such as democracy and the rule of law. They show tolerance and understand why it is important to follow the rules. Across the personal, social, health and economic curriculum, pupils develop appropriate knowledge. They know how to stay healthy and keep themselves safe, both online and outside of school. They understand how to maintain healthy relationships and know what to do if anyone makes them feel uncomfortable. Pastoral support is responsive and swiftly reduces barriers to pupils' wellbeing.

Pupils access a range of trips and experiences. These enhance their learning. For example, younger pupils visit a local castle as part of their 'castles' topic. This makes learning real and meaningful. Overnight stays on residential visits develop independent living skills. Leaders currently offer sports clubs but want to broaden this club offer further. Leaders help pupils with special educational needs and/or disabilities and those who may be disadvantaged to

access clubs and trips where there are barriers. As a result, the full personal development offer is an entitlement for all.

Needs attention

Achievement

Needs attention 

Too many pupils do not secure important reading, writing and mathematics knowledge by the end of key stage 2. Although end of stage outcomes are improving, they remain too low. Many older pupils still have significant gaps in their knowledge. However, younger pupils now secure this knowledge at an early stage. Disadvantaged pupils' outcomes are improving. They now achieve in line with disadvantaged pupils nationally in end of key stage 2 tests in reading, writing and mathematics.

In some subjects in the wider curriculum, pupils do not make the progress they are capable of. This includes pupils with special educational needs and/or disabilities. As a result, by the end of key stage 2, pupils are not as well prepared to succeed academically as they need to be. However, younger pupils are well prepared for their next stage of primary school. Children moving from the early years into key stage 1, and pupils moving from key stage 1 to key stage 2, have the knowledge they need to be successful.

Attendance and behaviour

Needs attention 

Attendance is below national levels, and persistent absence is above national levels. This is also the case for disadvantaged pupils. Pupils with special educational needs and/or disabilities do not attend well enough, but fewer are now persistently absent. Despite low overall attendance figures, leaders are taking effective action. They have established effective systems to track and improve attendance. Some of these systems have been recently implemented, so the impact is at an early stage. Leaders make reasonable adjustments and work with families to help individuals attend more. They understand the barriers their pupils face and implement the right support at the right time. This is helping some individuals with high levels of absence to attend school more often.

Pupils work hard and concentrate on their learning. The school environment is calm and orderly. Low-level disruption is rare. Staff support pupils skilfully to understand their emotions and follow the rules. Where pupils find it hard to make positive behaviour choices, leaders adjust provision to help them. For example, movement breaks, work stations, calm areas and mental health support all help pupils to manage their behaviour independently. This means pupils overcome barriers and integrate well with their peers. Bullying and any form of discrimination is rare. Leaders deal with issues well and help pupils to reflect. This reduces reoccurrence. The number of suspensions is high, but they are reducing and used as a last resort.

Although teaching in English and mathematics is effective, it is less so in the wider curriculum. Across the wider curriculum, the curriculum structure is not as well established. In subjects other than English and mathematics, staff do not design or adapt tasks precisely enough to match the starting points of pupils, including those with special educational needs and/or disabilities (SEND). This makes it hard for some pupils to practise the intended learning. In the wider curriculum, pupils, including those with SEND, do not build on their learning as well as they should.

Leaders have designed a curriculum that clearly sets out what they want pupils to know. There are frequent opportunities to revisit previous learning. Leaders have an accurate overview of the curriculum and teaching, so they know what to focus on next. In English and mathematics, staff follow clear lesson and teaching structures. As a result, pupils are increasingly moving through the programme of learning with more success. In English and mathematics, staff provide appropriate adaptations that help pupils make progress, regardless of starting point, including pupils with SEND.

Staff teach phonics effectively. This has contributed to the school's improving reading outcomes. Recently, leaders have introduced more structured programmes in mathematics and writing. This is helping more pupils to learn and practise important early knowledge in these subjects. Younger pupils now access the teaching they need to help them secure reading, writing and mathematics knowledge at the earliest stage.

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

Pupils at Leigh Church of England Academy are happy, friendly and curious. Staff warmly welcome pupils as they enter school. Where pupils need extra help to be ready to learn, they take part in sensory circuits or nurture support at the start of the day. As a result, pupils across the school listen well, work hard and settle quickly into their learning. They enjoy their lessons and have positive relationships with staff.

The school is a safe space for all. It is a focal point for the community. Pupils trust the adults that work with them and know that they will help them when they experience challenges. Pupils say they feel known, valued and accepted. They say bullying is rare. When pupils experience difficulties affecting their wellbeing, staff support them effectively. This helps reduce these barriers, so pupils feel they belong. Pupils with special educational needs and/or disabilities access effective support so they thrive.

Younger pupils secure the important reading, writing and mathematics knowledge they need to be ready for the next stage. However, many older pupils still have gaps in their knowledge. This means they are not as well prepared for secondary education as they need to be. Nevertheless, pupils have the broader personal, social, health and economic knowledge they need for success outside the school gates.

Too many pupils do not yet attend well. However, leaders provide lots of help to these pupils and families. Pupils access many experiences and opportunities that enrich their school

lives. Everyone takes part. Where pupils show talents or interests, leaders help them to access pathways to nurture this. Pupils trust the adults that work with them and know they will deal with any issues quickly and effectively.

Next steps

- Leaders should ensure that foundational knowledge is well embedded so that pupils, including disadvantaged pupils, can consistently achieve well in reading, writing and mathematics.
 - Leaders should continue to embed attendance procedures so that attendance improves, persistent absence reduces and pupils do not miss essential learning time.
 - Leaders should ensure that staff design tasks precisely matched to the learning needs and starting points of pupils, including those with special educational needs and/or disabilities, so that pupils achieve the intended outcomes of the ambitious curriculum.
 - Leaders should ensure that staff interactions with children are consistently maximised so that children benefit fully from high-quality modelled language across all areas of learning in the early years.
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About this inspection

This school is part of The Diocese of Coventry 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, Michael Cowland, and overseen by a board of trustees, chaired by Barry Cockcroft.

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, assistant headteacher and other leaders during the inspection.

This school is registered as having a Church of England religious character. Its last section 48 Statutory Inspection of Anglican and Methodist Schools was 16 July 2024. The outcome was that it is 'living up to its foundation as a Church school'.

The school currently makes use of 2 alternative provisions, both of which are unregistered.

The school has undergone changes since the last inspection:

The number of pupils with special educational needs and/or disabilities and the number of pupils with education and healthcare plans has increased above the local authority average.

Lead inspector:

Matthew Seex, His Majesty's Inspector

Team inspectors:

Linda Brown, Ofsted Inspector

Razia Ali, 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 9 June 2026

School and pupil context

Total pupils

219

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

236

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)

48.48%

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

3.65%

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

20.09%

Above average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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	48%	61%	Below
2024/25 (final)	52%	62%	Below
2023/24 (final)	56%	61%	Close to average
2022/23 (final)	37%	60%	Below

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	60%	74%	Below
2024/25 (final)	68%	75%	Below
2023/24 (final)	63%	74%	Below
2022/23 (final)	50%	73%	Below

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	61%	72%	Below
2024/25 (final)	64%	72%	Below
2023/24 (final)	67%	72%	Close to average
2022/23 (final)	53%	71%	Below

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	52%	73%	Below
2024/25 (final)	56%	74%	Below
2023/24 (final)	59%	73%	Below
2022/23 (final)	43%	73%	Below

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	33%	46%	Below
2024/25 (final)	43%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	44%	46%	Close to average
2022/23 (final)	17%	44%	Below

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	46%	62%	Below
2024/25 (final)	57%	63%	Close to average
2023/24 (final)	50%	62%	Below
2022/23 (final)	33%	60%	Below

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	50%	59%	Below
2024/25 (final)	57%	59%	Close to average
2023/24 (final)	56%	58%	Close to average
2022/23 (final)	39%	58%	Below

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	42%	60%	Below
2024/25 (final)	50%	61%	Close to average
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	28%	59%	Below

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	33%	68%	-34 pp
2024/25 (final)	43%	69%	-26 pp
2023/24 (final)	44%	67%	-24 pp
2022/23 (final)	17%	66%	-50 pp

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	46%	80%	-34 pp
2024/25 (final)	57%	81%	-24 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	33%	78%	-45 pp

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	50%	78%	-28 pp
2024/25 (final)	57%	78%	-21 pp
2023/24 (final)	56%	78%	-21 pp
2022/23 (final)	39%	77%	-38 pp

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	42%	80%	-38 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	50%	79%	-29 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	28%	79%	-51 pp

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)	7.9%	5.2%	Above
2023/24 (3 term)	8.5%	5.5%	Above
2022/23 (3 term)	7.6%	5.9%	Above

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)	21.7%	13.0%	Above
2023/24 (3 term)	26.9%	14.6%	Above
2022/23 (3 term)	19.8%	16.2%	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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