

Leigh Primary School

Address: Leigh Road, Washwood Heath, Birmingham, West Midlands, B8 2YH

Unique reference number (URN): 140502

Inspection report: 3 February 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.

Strong standard ●

Inclusion

Strong standard ●

This is a highly inclusive school with ambition for all pupils. Staff are very welcoming and nurturing. As a result of this very caring environment, pupils thrive.

Staff swiftly and comprehensively identify pupils who face barriers to their learning or wellbeing, including those with special educational needs and/or disabilities. They engage in a wide range of high-quality training and professional learning that strengthens their expertise. Staff involve other professionals as soon as pupils need additional support, follow the advice they receive and implement effective strategies to meet pupils' needs. They monitor and adapt the curriculum whenever required, and these adjustments help pupils to access learning successfully, and make progress.

Some pupils attend the school's enhanced resource base for part of each day, where they learn a personalised curriculum based on their individual needs. This provision is meeting the needs of these pupils effectively. Parents and carers are highly complimentary about the support that pupils receive.

The use of additional funding, such as the pupil premium to support disadvantaged pupils, is carefully considered and implemented successfully. Staff are expert in supporting pupils with barriers or challenges to their learning or wellbeing. Leaders have made it their mission to make sure that these pupils have a vast array of meticulously planned opportunities and experiences that help to make sure they thrive.

Leadership and governance

Strong standard ●

Leaders make decisions in the best interests of pupils, informed by the school's context. Governors and trustees have a thorough understanding of the school's work. They know what is working well and what requires further improvement, and they carry out their strategic roles effectively. They both challenge and support leaders, and collaboration between governors, trustees and staff is purposeful and productive.

Leaders have established a culture of high ambition for all pupils. This ambition is clearly communicated and understood by staff, governors and trustees. Leaders model professionalism and high expectations, creating a shared approach across the school. Staff work in close partnership with parents, carers and the local community. Most parents highly value the work of the school.

Leaders meticulously make checks on the school's performance. They act swiftly and decisively, when priorities for improvement are identified. High standards are evident across the school, and areas that leaders have already identified for development, such as attendance and handwriting, are improving rapidly. Leaders at all levels contribute positively and substantially in every aspect of the school's work. This is a real strength of the school's leadership.

Leadership at all levels contributes positively to the school's ongoing development, which is a notable strength. Staff engage in a wide range of training aligned to strategic priorities,

supported by a strong culture of professional learning. They take responsibility for their own learning and value the opportunities provided. Staff hold very positive views about the management of their workload and their wellbeing support.

Personal development and wellbeing

Strong standard 

The school's personal development programme is carefully organised, so that pupils build their knowledge in a clear and connected way. It is adapted thoughtfully to reflect the school's local context, ensuring that pupils' needs are met. More vulnerable pupils, including those with special educational needs and/or disabilities, benefit from a personalised programme that supports them effectively. As a result, pupils develop a detailed understanding of the personal development curriculum.

Pupils gain a secure understanding of important fundamental British values. For example, they learn to respect different beliefs and opinions and recognise the importance of upholding laws. Pupils learn about how to stay safe online and in the local community. They learn about making healthy choices. These aspects of the curriculum help prepare pupils well for life beyond school.

Pastoral support is a strength of the school. Some of this support is provided by 'Leigh Flourish', the trust's family support and wellbeing service. Staff know pupils well, and this has a positive impact on pupils' wellbeing. Leaders use well-established systems to ensure that pupils receive timely and appropriate support. This creates a sense of belonging and enables pupils to thrive.

Extra-curricular and enrichment activities enhance the curriculum effectively for all pupils. Leaders have a clear understanding of pupils' participation in clubs, trips and wider activities and they use this information to refine what is offered. Pupils develop their social skills and sense of responsibility through a wide range of leadership opportunities, which are taken up widely across the school community. Pupils take part in residential visits that develop their confidence and resilience successfully.

The school's developing work to introduce pupils to the world of work is ambitious and forward looking. Pupils learn about potential future careers and have high aspirations.

Expected standard

Achievement

Expected standard 

Most pupils achieve well in reading, writing and mathematics by the end of key stage 2. Disadvantaged pupils achieve high standards in these subjects. Across subjects and year groups pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, typically make secure progress through the curriculum. They develop the early skills needed for handwriting, although there are some inconsistencies in how confidently pupils acquire this aspect of learning.

Pupils' work is of high quality and reflects the progress they make from their different starting points. As they move through the well-structured curriculum, they build a broad and secure body of knowledge and skills across subjects. This cumulative learning ensures that pupils are well prepared for the next stage of their education.

Attendance and behaviour

Expected standard 

Attendance has been historically low but has improved. Leaders make sure that pupils and their families understand the importance of regular attendance. They work proactively to swiftly and accurately identify barriers to regular attendance. Bespoke support is introduced to effectively support families. This work successfully removes barriers for most pupils. Most pupils attend school regularly. However, leaders are still working to make sure this improvement is consistent for all pupils.

From the start of the school day, pupils settle into routines well, showing respect for each other. The environment is calm and safe. Staff have high expectations of how pupils should behave. In lessons, they listen and concentrate appropriately. Pupils clearly understand the expectations of their behaviour for purposeful learning. Respectful relationships between staff and pupils exist. During lunchtimes and playtimes, pupils' behaviour is generally positive. On occasion, some pupils need reminders about behaviour expectations during social times. Pupils know that staff will deal with any problems that arise, such as unkind behaviour. The school does not tolerate any forms of discrimination or bullying. Pupils say that bullying is rare and think that consequences are fair. Suspensions are used appropriately.

Curriculum and teaching

Expected standard 

Leaders understand the quality of the curriculum and teaching across the whole school. For example, their prompt action to strengthen pupils' handwriting is evident. This work is beginning to show in some key stage 2 books, although it is not fully embedded.

Leaders have constructed a curriculum that is well planned for each subject and year group. It is designed so pupils develop their knowledge in a clear, logical order. It builds on what pupils have been taught previously.

Generally, the curriculum is well taught. Staff have appropriate subject knowledge to teach the whole curriculum and adapt it as necessary. Phonics is prioritised and taught effectively. Teachers support pupils' vocabulary development in key stage 2 successfully. Handwriting is developing well in key stage 2, but it is not embedded fully in the early years and key stage 1. This is because, while the curriculum has been changed and implemented, this improvement work is more recent. There is more work to do to embed this aspect of the curriculum.

Leaders and staff are aware of the pupils, who have not secured the necessary foundations in reading, spelling, handwriting and mathematics. Where this is the case, pupils are benefitting from regular, targeted support and appropriate adaptations to the curriculum.

Leaders demonstrate secure knowledge of early years, informed by research evidence and careful monitoring of children's progress. They have a clear vision for what staff should teach and when. Staff understand and work towards this vision.

The early years curriculum is carefully designed. Children build their knowledge and skills progressively over time. Most staff have the appropriate knowledge to support children's language development, but further work is needed to enhance high-quality interactions. Leaders have identified children's physical development as an area for improvement. The curriculum has been adapted to provide more opportunities for children to develop this knowledge. This is beginning to have a positive impact. Staff support children well and this helps to meet individual needs effectively.

Children are well cared for and nurtured. They settle quickly into the school day and confidently follow established routines. They engage sensibly and with growing independence in activities that support control and coordination, letter formation and number formation. Children particularly enjoy stories, reading and creative tasks, such as cutting and sticking. Phonics is prioritised as soon as children join the school. Targeted support is introduced as soon as children need it. By the end of early years, most children achieve well and are well prepared for Year 1.

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

Pupils know that 'together everyone achieves more'. They understand the importance of helping others in their school and local community. Leaders are ambitious for every pupil. Pupils achieve well in reading, writing and mathematics. They are well prepared for the next stage in their education and this starts in the early years.

This is a very inclusive school, where pupils are welcomed with open arms. Pupils develop a deep sense of belonging because staff care about their wellbeing. Staff quickly spot any challenges or barriers that pupils face. Pupils receive a wide range of personalised pastoral support that helps them to stay calm and learn. This includes support for pupils who have caring responsibilities.

Pupils begin each day in a purposeful manner. They know the school rules and behave well during lessons. Pupils get along with each other. Bullying is rare. Sometimes, pupils need reminders about behaviour expectations at lunchtimes. Pupils understand how to stay safe in the community and online. They know who they can turn to in school and beyond if they need help. Pupils trust that staff will keep them safe. As a result, they feel safe and happy.

Pupils learn a broad and varied curriculum. This is tailored to individual needs and the school's multicultural context. There are a wide range of extra-curricular activities, such as boccia, judo and singing club. The curriculum is enriched through, for example, visits to museums and galleries. Pupils relish taking on a responsibility, such as playground leaders, oracy, subject and rights respecting schools ambassadors.

Pupils have a deep understanding of fundamental British values. They know the importance of upholding laws and the fairness of democracy. Pupils have a detailed knowledge about making healthy choices. They learn about the world of work and different careers.

Next steps

- Leaders should ensure that attendance rates consistently improve for all groups of pupils.
 - Leaders should ensure that the handwriting curriculum is implemented consistently across the whole school.
 - Leaders should ensure that adults interact consistently well with children in the early years to support their learning.
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About this inspection

This school is part of Leigh Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rehana Yasmeen, and overseen by a board of trustees, chaired by Anita Ward.

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 school leaders, including the headteacher, interim deputy headteacher and other leaders. They also spoke with representatives of the trust, including the chief executive officer, executive leaders, the chair of the trust board and members of the local governing body. Inspectors spoke with a representative of a virtual school.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Alison Williams

Lead inspector:

Emma Titchener, His Majesty's Inspector

Team inspectors:

Gary Richards, Ofsted Inspector

Karen Hambleton, His Majesty's Inspector

Vanessa Payne, 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 3 February 2026

School and pupil context

Total pupils

425

Above 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

459

Above 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)

45.07%

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

1.18%

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

12.00%

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 above 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)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (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	58%	61%	Close to average
2024/25 (revised)	63%	62%	Close to average
2023/24 (final)	59%	61%	Close to average
2022/23 (final)	52%	60%	Close to average

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	68%	74%	Below
2024/25 (revised)	74%	75%	Close to average
2023/24 (final)	73%	74%	Close to average
2022/23 (final)	57%	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	69%	72%	Close to average
2024/25 (revised)	72%	72%	Close to average
2023/24 (final)	69%	72%	Close to average
2022/23 (final)	65%	71%	Close to average

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	74%	73%	Close to average
2024/25 (revised)	75%	74%	Close to average
2023/24 (final)	76%	73%	Close to average
2022/23 (final)	70%	73%	Close to average

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	58%	46%	Above
2024/25 (revised)	67%	47%	Above
2023/24 (final)	55%	46%	Close to average
2022/23 (final)	50%	44%	Close to average

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	67%	62%	Close to average
2024/25 (revised)	70%	63%	Close to average
2023/24 (final)	72%	62%	Close to average
2022/23 (final)	58%	60%	Close to average

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	67%	59%	Above
2024/25 (revised)	73%	59%	Above
2023/24 (final)	66%	58%	Close to average
2022/23 (final)	63%	58%	Close to average

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	76%	60%	Above
2024/25 (revised)	79%	61%	Above
2023/24 (final)	69%	59%	Close to average
2022/23 (final)	79%	59%	Above

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	58%	68%	-9 pp
2024/25 (revised)	67%	69%	-3 pp
2023/24 (final)	55%	67%	-12 pp
2022/23 (final)	50%	66%	-16 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	67%	80%	-12 pp
2024/25 (revised)	70%	81%	-11 pp
2023/24 (final)	72%	80%	-7 pp
2022/23 (final)	58%	78%	-20 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	67%	78%	-10 pp
2024/25 (revised)	73%	78%	-6 pp
2023/24 (final)	66%	78%	-12 pp
2022/23 (final)	63%	77%	-15 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	76%	80%	-4 pp
2024/25 (revised)	79%	81%	-2 pp
2023/24 (final)	69%	79%	-10 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	79%	79%	0 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 (2 term)	6.6%	5.2%	Above
2023/24 (3 term)	8.3%	5.5%	Above
2022/23 (3 term)	7.8%	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 (2 term)	17.1%	13.3%	Above
2023/24 (3 term)	26.8%	14.6%	Above
2022/23 (3 term)	27.0%	16.2%	Above

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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