

Inspection of St Leonard’s Church of England Primary Academy

Linley Road, Blunsdon, Swindon, Wiltshire SN26 7AP

Inspection dates: 2 and 3 July 2024

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 under section 5 of the Education Act 2005

The headteacher of this school is Julie Warburton. The school is part of the Diocese of Bristol Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rachel Parr, and overseen by a board of trustees, chaired by Nigel Daniel.

What is it like to attend this school?

St Leonard's Church of England Primary Academy has a strong sense of community. Pupils put into practice the school's values, including perseverance and courage. These underpin a positive culture, where a strong sense of belonging means pupils are confident, welcome others and enjoy learning.

The school has high expectations for how pupils should behave. Pupils understand the clear rules. This starts in early years where children follow routines well. They listen carefully to adults and take turns working with their peers. Positive relationships exist between staff and pupils. Pupils know adults will listen and help them with any concerns. Pupils learn the importance of being responsible and thoughtful individuals. As a result, they feel happy and safe at school. Pupils conduct themselves in a calm and orderly manner around the school. They play well with one another during social times.

Pupils enjoy a range of clubs, including sports, singing and martial arts. They take pride in their roles as worship councillors, reading ambassadors and play leaders. Pupils treat everyone fairly and equally.

Most parents praise the impact of the school's work with their children. Despite the school's efforts, some parents lack confidence in how the school manages their concerns.

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

The school has a clear vision. It has designed an inclusive and well-sequenced curriculum that identifies the important knowledge it wants pupils to learn and when. For example, in mathematics in the early years, children learn about number patterns. They develop their numeracy through well-planned learning activities. As pupils move into key stage 1, they practise their learning to improve their skills. They use physical resources to help them solve mathematical problems. This means they are well prepared when they move to new learning. The daily 'maths on track' sessions help pupils to develop their knowledge. This sharpens the focus on pupils' progression through the mathematics curriculum.

Staff have strong subject knowledge. They use this to build on what pupils have already learned, helping them to secure their understanding. Teachers check what pupils know and remember. They adapt the learning to help pupils who are unsure. In history, for example, pupils use images to help recall the impact of the industrial revolution.

In a few parts of the curriculum, pupils are not given work that deepens their knowledge and understanding in a timely way. When this is the case, pupils' learning lacks depth and slows the progress pupils make through the curriculum.

Staff and pupils share a love of reading. Phonics teaching starts as soon as children join in the early years. Assessment is used well to check how successfully pupils are learning the phonetic code. Pupils read books that are matched to the sounds they know. The school carefully checks to identify pupils who are at risk of falling behind. Staff provide support for pupils to catch up. As they move through the school, pupils read with increasing accuracy and fluency.

Pupils with special educational needs and/or disabilities (SEND) benefit from the school's inclusive ethos. All pupils take part in the wider life of the school. Pupils with SEND are identified accurately. Clear plans provide the right pastoral and academic support. Staff break down learning into small steps for those pupils who need this. Where appropriate, the school uses specialist services that support pupils' individual needs. In Reception, staff skilfully develop children's language and social skills.

Pupils have a range of experiences to develop their interests and talents. They debate and discuss important issues such as global warming. They learn about local charities and raise money to help others. Pupils take pride in their roles as school councillors. These roles help them to make a difference in the school and support others. Pupils learn why fundamental British values, such as tolerance and respect, are important. They learn about the qualities of a good friend and different relationships. Pupils are well prepared for life in modern Britain.

Trustees and the local academy council have an astute understanding of the school's strengths and areas for development. They provide support and challenge to ensure the school continues to improve. Staff appreciate the support they receive from leaders and the trust, which helps them develop their expertise.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the ambitious intent of the curriculum is not always matched by teaching that fully develops the knowledge and skills the school has identified. This means pupils do not develop the depth of knowledge they need. The school and trust should ensure that in all subjects pupils develop the precise knowledge and skills they need to be successful.
- Some parents are dissatisfied that concerns they raise are not dealt with well enough or resolved. The school and the trust should ensure that there is effective communication with parents.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148009
Local authority	Swindon
Inspection number	10344843
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	174
Appropriate authority	Board of trustees
Chair of trust	Nigel Daniel
CEO of the trust	Rachel Parr
Headteacher	Julie Warburton
Website	www.stleonardsblunsdon.org.uk
Dates of previous inspection	Not previously inspected

Information about this school

- The school's most recent section 48 inspection for schools of a religious character took place in March 2023.
- The school does not use alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the chief executive officer and director of learning for the trust, the chair of trustees, the local academy council and a representative from the Diocese of Bristol.
- Inspectors also met with the headteacher, the assistant headteacher, the special educational needs coordinator, the early years leader and a range of teaching and

support staff.

- Inspectors carried out deep dives into these subjects: early reading, mathematics and history. Inspectors also discussed the curriculum in some other subjects. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View, and the views of staff and pupils in Ofsted's online surveys.

Inspection team

Richard Vaughan, lead inspector

Ofsted Inspector

Rachel Hesketh

His Majesty's Inspector

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