

Questions & Answers

A team of 3 inspectors spent 2 days at Leedon on 26th April. They visited classrooms, observed teaching and learning, looked at pupil work, checked safeguarding procedures, spoke with staff and children, explored documents and analysed feedback from leaders, parents, and governors. The inspectors work with a fixed set of criteria (a new framework) which they use to place the school in categories for different aspects such as assessment or leadership. The lead inspector then creates a score card and a report which is shared with the school, the community and nationally via the Ofsted website.

Do schools still get overall single-word grades?

No. The old single-word judgments (like "Outstanding" or "Requires Improvement") have been replaced by a colour-coded report card. This shifts away from binary labels to give parents a more detailed, balanced picture of the school's performance

Do inspectors want to know what the school is doing to support pupils with SEND?

Yes. Inclusion is now a mandatory, standalone evaluation area. Inspectors focus on how the setting supports children with Special Educational Needs and Disabilities and those experiencing disadvantage.

Did it matter that Leedon had a new head and deputy head teacher?

No. While there is consideration of the length of time the leadership team has been in place it does not make a difference to the inspection process. Leaders have to be able to show how robustly the school meets the set criteria for each category. Inspectors do look at the progress the school has made since the last inspection (2023)

Are inspectors looking at pupil wellbeing as well as achievement?

Yes. There is a heavy focus on whether a setting supports all children. Inspectors focus on pupil voice – asking children if they feel heard, safe and understood.

They also examine whether the curriculum adjusts for varying starting points and whether children are making suitable progress over time.

What does this mean for Leedon Lower School?

The inspection report provides 'next steps' and they form our School Improvement Plan (SIP) alongside the plans for rapid improvement that we are working on with our RISE partner – Pioneer Learning Trust. As a maintained school we are also advised by a School Improvement Advisor (SIA) from Central Bedfordshire Local Authority. The outcome of Leedon's inspection puts the school in the category 'in need of significant improvement' this means that additional mini inspections will be completed each term, starting in Autumn 2026. These will be led by His Majesty's Inspectors (HMI).

School leaders are held to account for the progress made towards achieving the next steps, we will have to show that expectations have been raised and children are achieving better, in line with their peers across the country. This means that there will need to be some significant changes to the provision provided by the team. Teachers will be closely monitored and supported so that they provide engaging lessons adapted to meet the needs of different groups of children. Children will be expected to follow the agreed values of the school, they should expect to engage in lessons and be able to talk about their learning.

Leedon Lower School is aiming high, we want the children to receive the best from our school. In deciding to send your child/ren to Leedon we are asking parents to support the school by improving their child/ren's attendance and punctuality, working collaboratively with staff to improve the experience for children and support the implementation of agreed policies for example uniform, behaviour and communication.

The Leedon Team are determined to work hard, work with partners and work with families in order to improve for both our current cohort and for the pupils yet to come.