

Inspection of East Leake Academy

Lantern Lane, East Leake, Loughborough, Leicestershire LE12 6QN

Inspection dates: 1 and 2 October 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Previous inspection grade Good

The principal of this school is Tom Reid. This school is part of Diverse Academies, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, David Cotton, and overseen by a board of trustees, chaired by David Schwarz.

What is it like to attend this school?

This school fosters an environment where all staff are dedicated to achieving the very best for their pupils. School leaders have clearly communicated the school's core values, aiming for all pupils to feel empowered, respected and cared for. Pupils study a wide range of subjects. The school has high aspirations for all pupils, including those with special educational needs and/or disabilities (SEND).

Bullying is not tolerated. Most pupils say that when it happens, staff take it seriously and act quickly to resolve any issues. All pupils are taught how to stay safe within and beyond school. Many pupils feel confident they have a 'trusted adult' they can go to. As a result, pupils feel safe.

Pupils behave and get on well. In lessons, the atmosphere is purposeful with pupils respecting each other and their teachers. Pupils take part in lessons well. They are engaged in their learning. Many pupils demonstrate the school's values, including the importance of respect. However, outside the classroom, not all pupils demonstrate mutual respect and, as a result, some pupils feel they are treated differently by their peers.

Pupils feel valued and cared for at the school. The extra-curricular activities are enjoyed by pupils. Many parents believe that the school has high aspirations for their children.

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

The school has implemented a curriculum that outlines the knowledge that pupils should learn in each subject. Leaders have considered the order in which pupils encounter new learning. Pupils build their knowledge and skills over time. This helps pupils to achieve well. The curriculum supports pupils in reading widely and often. Weaker readers receive support to develop reading fluency so that they can access the full curriculum.

The curriculum is broad and ambitious for all. Pupils in key stage 3 enjoy a wide range of subjects. At key stage 4, pupils choose from a well-considered offer of academic and vocational courses. The school encourages all pupils to engage in their learning. The focus on cultural experiences beyond the classroom has had a positive impact on pupils' enthusiasm for languages.

Staff use their specialist subject knowledge to provide pupils with clear explanations. In many lessons, staff carefully check pupils' understanding. They address misconceptions quickly and challenge pupils to think deeply. However, this practice is not always consistent. In some lessons, misconceptions are not identified early enough. As a result, at times, some pupils do not fully understand what they are learning.

The personal development provision is of high quality. Pupils learn about careers, healthy living and relationships. This prepares them for future challenges. The topics covered prompt debate and discussion. One pupil summed up the views of many by sharing, 'PDL lessons are helpful, as you get to learn about what is happening in the world.' Pupils

understand equality and are respectful of different faiths and cultures. However, not all pupils show respect towards the female gender.

The school is passionate about making East Leake Academy the 'heart of the community'. It has worked on developing learning beyond the classroom, providing pupils with a wide variety of extra-curricular activities that broaden their experiences. The school has creatively designed bespoke programmes that support pupils' mental health and well-being. The school's therapy dog, 'Bubba', supports pupils with complex needs effectively.

Sixth-form students have high aspirations for their next steps in education. They are committed to achieving the sixth-form's '6 for 6' programme, which involves participating in activities with younger pupils. Students enjoy developing their leadership skills through these programmes.

The school has created a clear vision of pupils' behaviour focused on positive reinforcement. Pupils value being rewarded for 'doing the right thing' and, as a result, most behave well. Attendance at the school is improving. However, the attendance of vulnerable pupils is not as strong as that of their peers. The school continues to work hard on this issue.

Staff feel that leaders consider their workload and well-being and respond well to staff feedback. One teacher summed up the views of many by sharing 'we are valued, cared for and enjoy working here'. The school provides high-quality training for early career teachers.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The attendance of vulnerable pupils remains lower compared to their peers. Missing out on important learning means that these pupils do not achieve as well as they might. The school must address the specific barriers that vulnerable pupils face so that they attend highly and achieve well.
- Most pupils have inclusive attitudes regarding the differences between people. However, a small minority of pupils are not respectful of the female gender. This means that some girls do not feel as valued as boys. The school should ensure that there is a culture of mutual respect, ensuring that all pupils are viewed and treated equally.

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	138964
Local authority	Nottinghamshire County Council
Inspection number	10347552
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,107
Of which, number on roll in the sixth form	116
Appropriate authority	Board of trustees
Chair of trust	David Schwarz
CEO of the trust	David Cotton
Principal	Tom Reid
Website	www.eastleake-ac.org.uk
Dates of previous inspection	15 and 16 October 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Diverse Academies Trust.
- The principal has been in post since September 2023.
- The principal is supported by the executive principal from the Diverse Academies Trust.
- The school uses three registered alternative provisions.
- The school has an inclusion unit called Brook House.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 principal, executive principal, senior leaders, and other leaders, including the coordinator of the provision for pupils with SEND and those responsible for sixth form.
- The leader inspector met with governors, trustees, the chief executive officer and educational leaders of the Diverse Academies Trust.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, modern foreign language, history and art, design and technology. 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. Inspectors also discussed the curriculum in some other subjects.
- Brook House, the school's inclusion provision, was visited by inspectors.
- Inspectors met with groups of pupils from a range of different year groups, including pupils with SEND. They spoke with pupils informally and observed the behaviour of pupils during social times.
- An inspector spoke by telephone with the alternative providers used by the school.
- 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 took note of the responses to the online questionnaire, Ofsted Parent View and Ofsted's staff and pupil survey.
- Inspectors reviewed a range of documentation, including the school improvement plan and governors' minutes of meetings. They considered information about pupils' attendance, behaviour and suspensions, and the wider curriculum.

Inspection team

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