

Long Itchington CofE Academy

Address: Stockton Road, Long Itchington, Southam, Warwickshire, CV47 9QP

Unique reference number (URN): 146149

Inspection report: 23 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

Attendance and behaviour

Expected standard

Attendance has improved year on year and is now a strength of the school. Clear systems are in place to monitor pupils' absence. Overall, attendance is now above national figures, with disadvantaged pupils and those with special educational needs and/or disabilities also attending well. Persistent absence has reduced sharply. The small number of pupils who still struggle are known well and supported through tailored, compassionate approaches. Effective systems, such as first day calling, home visits and regular check-ins, help families stay engaged. Attendance is now part of the school's positive culture. Improvements are supported by incentives and constructive family relationships. Pupils are in school and ready to learn.

Leaders have established a coherent behaviour policy which staff and pupils adhere to. This has led to a reduction in suspensions issued and fewer behaviour incidents. The school deals with rare incidents of bullying and discriminatory behaviour effectively. Pupils conduct themselves well and follow instructions. Generally, they show positive attitudes to learning. However, these can wane when teaching is less effective.

Staff supervise pupils carefully. Tailored support is provided for those who need it. Older pupils contribute to this support by engaging at lunchtime with younger children who sometimes struggle to regulate their behaviour.

Early years

Expected standard

Children benefit from a calm, nurturing and well-organised environment where they quickly feel settled and eager to learn. Staff use indoor and outdoor spaces effectively. These are tidy, purposeful and equipped with high-quality resources that promote curiosity and independence. Warm, caring relationships underpin the provision. Staff respond sensitively to children's needs and ensure they receive the right support to thrive.

Language development is a clear strength. Staff model rich vocabulary, promote high-quality language and help children express their ideas confidently. Early reading and writing develop well because phonics is taught effectively and linked to engaging texts such as 'The Very Hungry Caterpillar'. Texts broaden children's wider knowledge. Most children form letters and write simple sentences accurately using their phonics knowledge. Well-designed areas and activities support learning across the curriculum, and children achieve well. They leave Reception class well prepared for Year 1.

Behaviour is calm and positive. Children show independence, curiosity and sustained engagement in their play. The early years leader provides effective leadership with a clear vision centred on joy, vocabulary and secure progression. Transitions into Reception and Year 1 are carefully planned. Support for children with additional needs is effective. Overall, children are happy, safe and exceptionally well cared for.

Inclusion

Expected standard 

Leaders have a secure understanding of the needs of pupils with barriers to learning. They identify, assess and meet the needs of these pupils accurately and effectively. Appropriate adaptations help pupils access their learning well. Examples include speech and language support, visual timetables, physical adjustments and additional individual or group support. Leaders closely monitor the impact of support that pupils receive.

Provision for pupils with special educational needs and/or disabilities (SEND) is strengthened by well-planned staff training at both school and trust level. Leaders work closely with teachers to create individual plans for pupils with SEND, and set small-step targets to aid pupils' progress. These are reviewed regularly. Additional specialist support is accessed to support those with the most complex needs. In a small number of cases, leaders arrange for pupils to attend alternative provision. This contributes positively to pupils' education.

Pastoral and mentoring support is effective for pupils known to social care and those with emotional or mental health needs. It improves pupils' resilience and confidence.

Leaders make effective use of pupil premium funding received. Leaders' strategy is closely aligned to the school's key priorities. This includes ensuring disadvantaged pupils have the same access to the wider opportunities offered as their peers.

Leadership and governance

Expected standard 

Leaders, including those from the trust and academy governance committee (AGC), have an accurate understanding of the school's strengths and where further development is needed. They take a strategic approach to improvement. They identify the right priorities and monitor these closely. Their collective action and incisive decision-making demonstrate positive impact since the last inspection.

'Evaluation days' help inform the trust's overview of progress and ensure a high level of accountability. Findings enable trustees to provide the right level of support to strengthen leadership. AGC members fulfil their statutory duties well, for example ensuring safeguarding practice is robust. They ask informed, challenging questions in meetings and carefully monitor areas for improvement. They invite staff to present on specific areas and visit school to enhance their knowledge.

Professional development for staff is tailored to the school's goals. Visits to other schools, mentors and network hubs further develop staff knowledge and practice.

Staff are proud to work at the school. They feel supported by senior leaders and value the training they receive. Workload and well-being are fully considered and proportionate.

Leaders work in collaboration with other schools and professional agencies effectively. Engagement with parents and carers and the wider community is positive.

The school provides a well-structured personal development curriculum that teaches pupils how to stay safe, build healthy relationships and maintain their well being. Programmes such as 'SCARF' and 'my happy mind' help pupils understand emotions and manage 'big feelings'. Pupils who are anxious, or struggle to regulate their behaviour, speak confidently about strategies which help them stay calm.

Pupils feel safe at school and say staff respond quickly to their concerns. Safety education is woven into lessons, assemblies and events. Content includes coverage of how to stay safe and healthy, online and offline. Pupils learn about local dangers, including road and water safety. Information is supplemented by visits from community officers, the fire service and health professionals. Pupils understand potential risks and how to avoid them.

The personal, social and health education curriculum is well organised. Content builds cumulatively over time and includes relationships and health education at an age-appropriate level. Pupils know how to maintain their physical and mental health. They develop good social skills and work and play together cooperatively. The most vulnerable pupils benefit from extra nurture support, or time in 'The Nest' to give them space and quiet time.

Pupils have a well-developed understanding of fundamental British values. They can explain democracy and the rule of law with confidence. They understand the importance of tolerance and respect and treating others equally. They are clear that discrimination and racism are unacceptable. Pupils deepen their knowledge of Christianity and different faiths in religious education lessons and collective worship. Visits to the local church and other places of worship, together with visiting speakers, help consolidate their learning. Pupils have a deep sense of right and wrong and justice. They understand the importance of treating others equally. All of these aspects prepare them well for life in modern Britain.

Needs attention

Achievement

Needs attention 

Pupils' attainment, as reflected in the most recent national assessments at the end of key stage 2, is below national average in reading, writing and mathematics. Some disadvantaged pupils, in particular, do not attain well or make the progress they should. This limits their preparation for future stages of their education.

Pupils' knowledge in different subjects is variable. Sometimes some pupils struggle to recall what they have learned. This demonstrates that key knowledge is missing or is not embedded.

Recently strengthened approaches to securing the basic skills in reading, writing and mathematics are showing impact and improving current pupils' readiness for future learning. Younger pupils make a positive start in reading. This is reflected in the school's Year 1 phonics screening check results, which are close to the national average.

Most pupils with special educational needs and/or disabilities receive effective support in class. This helps them access the curriculum and make progress from their starting points.

Curriculum and teaching

Needs attention 

Leaders have revised the curriculum since the school's previous inspection. This now sets out clearly what pupils need to learn and when. However, delivery of the curriculum across the school is variable. The quality of teaching does not consistently support pupils, especially disadvantaged pupils, to achieve as well as they should in English and mathematics and other subjects.

In some classes, expectations are too low and tasks do not challenge pupils well enough. Staff do not routinely check pupils' understanding, or identify and address misconceptions and errors as they occur. This leads to gaps in pupils' learning. These inconsistencies mean that not all pupils develop the essential skills they need to be successful learners or make sustained progress. Leaders recognise this and are taking steps to improve consistency.

Phonics is taught well and is now a strength of the school. Most pupils can break down and blend unfamiliar words successfully. They read with increasing confidence and fluency, including the lowest-attaining readers. This is because those who struggle receive the right help to keep up with their peers. Pupils enjoy practical subjects, particularly art and design technology.

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

Pupils in this school are happy, safe and well cared for. They attend school regularly and are encouraged to be kind and respectful to others. Children get off to a positive start in the early years. They become independent and curious learners. They work well together and cooperate happily to learn new things.

Much has improved for pupils at this school since its last inspection in March 2024. Early years provision, the curriculum, phonics and behaviour have all been strengthened. However, some pupils do not achieve as well as they should by the end of Year 6 in reading, writing, mathematics and other subjects, especially disadvantaged pupils. This is because of inconsistencies and some weaknesses in teaching. This hampers pupils' progress and their readiness for high school.

Pupils have a secure sense of belonging as everyone is fully included in school life. This includes pupils with learning or physical difficulties, and the small number of pupils who struggle to regulate their behaviour. Older pupils support younger pupils at lunchtime. This demonstrates the care and compassion promoted by the school.

Pupils enjoy a wide range of enrichment opportunities that develop their interests and talents, for example in music, art, drama and sport. There are a range of clubs, trips and visits to help pupils broaden their experiences. All pupils are actively encouraged to participate in the different opportunities that the school offers. Leadership roles, including those of school council and wellbeing ambassadors, help pupils contribute to school life.

Pupils make good use of the outdoor areas and equipment provided at the school. They enjoy developing their talents and interests.

Relationships between pupils and staff are positive. Most pupils behave well. They try hard and enjoy learning. They understand the school rules of 'being ready, showing respect, and staying safe'. They report that bullying is rare but dealt with effectively if it happens.

Next steps

- Leaders should strengthen teachers' pedagogical knowledge and address inconsistencies in teaching so that staff can deliver the curriculum effectively and enable pupils to achieve the standards they are capable of.
 - Leaders should ensure that teachers use assessment effectively to identify and address misconceptions and gaps in pupils' learning.
 - Leaders should ensure that teaching enables pupils, especially disadvantaged learners, to build secure knowledge and skills so that they make effective progress from their starting points and achieve well in national tests.
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About this inspection

This school is part of the Diocese of Coventry Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), 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 framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors held meetings with the headteacher and leaders from the school and the trust, including the CEO, the chief education improvement officer, and members of the trust board, including the chair of the trust board. The lead inspector also met with members of the academy governor committee and spoke to the proprietor of the alternative provision used by the school.

The inspectors confirmed the following information about the school:

The school is registered as having a Church of England religious character. The last section 48 inspection was carried out in November 2024.

The school makes use of one alternative provision, which is unregistered.

Headteacher: Rebecca Richards

Lead inspector:

Heather Simpson, Ofsted Inspector

Team inspectors:

Helen Quinn, Ofsted Inspector

Jane Edgerton, 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 23 June 2026

School and pupil context

Total pupils

187

Below 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

210

Below 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)

18.18%

Close to 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

2.14%

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

11.76%

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

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	44%	61%	Below
2024/25 (final)	45%	62%	Below
2023/24 (final)	41%	61%	Below
2022/23 (final)	46%	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	67%	74%	Below
2024/25 (final)	69%	75%	Close to average
2023/24 (final)	63%	74%	Below
2022/23 (final)	68%	73%	Close to average

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	63%	72%	Below
2024/25 (final)	62%	72%	Below
2023/24 (final)	56%	72%	Below
2022/23 (final)	71%	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	58%	73%	Below
2024/25 (final)	66%	74%	Below
2023/24 (final)	48%	73%	Below
2022/23 (final)	61%	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	5%	46%	Below
2024/25 (final)	14%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	0%	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	30%	62%	Below
2024/25 (final)	29%	63%	Below
2023/24 (final)	S	62%	S
2022/23 (final)	38%	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	35%	59%	Below
2024/25 (final)	43%	59%	Below
2023/24 (final)	S	58%	S
2022/23 (final)	50%	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	15%	60%	Below
2024/25 (final)	29%	61%	Below
2023/24 (final)	S	59%	S
2022/23 (final)	13%	59%	Below

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	5%	68%	-63 pp
2024/25 (final)	14%	69%	-55 pp
2023/24 (final)	S	67%	S
2022/23 (final)	0%	66%	-66 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	30%	80%	-50 pp
2024/25 (final)	29%	81%	-52 pp
2023/24 (final)	S	80%	S
2022/23 (final)	38%	78%	-41 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	35%	78%	-43 pp
2024/25 (final)	43%	78%	-35 pp
2023/24 (final)	S	78%	S
2022/23 (final)	50%	77%	-27 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	15%	80%	-65 pp
2024/25 (final)	29%	81%	-52 pp
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	13%	79%	-67 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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)	4.6%	5.2%	Close to average
2023/24 (3 term)	5.7%	5.5%	Close to average
2022/23 (3 term)	5.3%	5.9%	Close to average

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)	9.9%	13.0%	Close to average
2023/24 (3 term)	11.0%	14.6%	Below
2022/23 (3 term)	9.7%	16.2%	Below

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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