

# Joseph Leckie Academy

**Address:** Walstead Road West, Walsall, West Midlands, WS5 4PG

**Unique reference number (URN):** 137830

## 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 ●

Leaders are ambitious for all pupils and are relentless in their drive to ensure that their needs are met. They work closely with families and professionals to support pupils to thrive both academically and socially.

Leaders have grown an extensive team of professionals to support pupils with special educational needs and/or disabilities. Staff are well trained. There are robust systems in place to identify pupils' needs. Teachers use the clear information in pupils' support plans to help pupils learn. Leaders closely monitor pupils' progress and check that strategies are working well. Pupils achieve well in lessons. They are well supported by teachers and teaching assistants.

Leaders have developed an effective team to support pupils who are newly arrived in the United Kingdom. They provide skilled support to help pupils learn to speak English. Staff help pupils integrate well into lessons and the school community. The school closely monitors those pupils who attend alternative provision.

Leaders ensure that pupil premium funding removes barriers to make sure pupils feel included, participate fully in school life and can be successful. In lessons, teachers identify and support disadvantaged pupils who are underperforming.

### Personal development and wellbeing

Strong standard ●

The strategic leadership of personal development and wellbeing is highly effective and impactful. The school's 'Leckie values' are well understood by all pupils. Pupils and staff talk about the importance of kindness and empathy. They learn to be tolerant of each other. Pupils are confident and independent. They cooperate warmly with each other.

The relationships and sex education and health programme is regularly reviewed and taught well. This helps pupils to develop a secure understanding of how to stay safe online. Pupils also learn about other important, current issues. For example, pupils learn about risks to their wellbeing through lessons on sexual violence, antisocial behaviour and knife crime.

Leaders give careful consideration to the wider experiences on offer to pupils. Pupils celebrate different cultures and religions in assemblies and through the curriculum. The school promotes British values well. Staff encourage pupils to participate in after-school clubs. Older pupils welcome the regular after-school sessions to support revision and examination preparation. Leaders make sure that disadvantaged pupils have appropriate support so that they have equal access to trips and visits. Leaders ensure that disadvantaged pupils who want to learn a musical instrument receive tuition. Leaders are proud of this commitment to promoting artistic talents.

School leaders are passionate about improving pupils' life chances. The careers curriculum is comprehensively planned. All pupils in Years 10 and 12 undertake work experience or have an employer-led experience in school. The school carefully monitors and supports pupils to ensure they find suitable placements. Leaders continue to support pupils, even

after they have left the school. They help them find suitable education, training or work placement.

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## Expected standard

### Achievement

Expected standard 

Pupils learn the school curriculum well. In most subjects they demonstrate a secure recall of their earlier learning. This provides a firm basis for building up new skills and concepts. Pupils' work in books demonstrates that they strengthen their knowledge over time. Teachers provide effective support for disadvantaged pupils and those with special educational needs and/or disabilities, enabling them to progress well in their learning. In a small number of subjects, teachers are still working to strengthen pupils' understanding, as some gaps in knowledge and skills remain.

Typically, pupils achieve well in national examinations. The school's highly effective approach to inclusion supports disadvantaged pupils to do particularly well. They make above average progress from their starting points. Pupils are well prepared for their next steps, moving onto education or training in line with others nationally.

### Attendance and behaviour

Expected standard 

Leaders have put in place a significant programme this year to improve attendance. Leaders' actions, such as expanding a staff team who make daily phone calls home and carry out home visits, are having a positive impact. All staff contribute directly to building a culture that stresses the importance of high attendance. Pupils who attend well receive regular rewards. Workshops for families support improvements for all groups of pupils. These changes are at an early stage but have led to considerable improvements this year. Attendance and persistent absence are in line with national averages, following a dip in the last academic year.

Leaders have embedded a clear vision of high standards in behaviour. The behaviour policy is well understood by staff, pupils and parents and carers, and is applied consistently. There are clear routines that ensure calm and orderly classrooms. Reported instances of bullying or discriminatory activity are dealt with quickly. School leaders continue to work with pupils to ensure they are confident in raising their concerns.

Pupils have highly positive attitudes to their learning. They arrive at school punctually and prepared for learning. In lessons, they are settled, respectful and focused in their work. They have excellent relationships with staff and with each other.

### Curriculum and teaching

Expected standard 

Leaders understand the needs of their pupils and have delivered a curriculum that is ambitious, broad and relevant. Pupils in key stages 4 and 5 have opportunities to study a range of academic and vocational qualifications. The curriculum is planned and sequenced

well. There is a clear progression in learning outcomes in each year. This helps pupils build up their knowledge and skills in small steps.

Teachers' subject knowledge is secure. They receive regular, well-planned training. Teachers highlight specialist subject vocabulary to help pupils understand and remember key terms. Teachers give pupils frequent opportunities to speak in lessons. This increases their confidence to discuss their learning with others.

Teachers know their pupils well. They adapt their planning and teaching to support all pupils, including those with special educational needs and/or disabilities. In most lessons this is effective. However, there are inconsistencies in how well teachers check pupils' understanding during lessons, leading to gaps in some pupils' knowledge that are not addressed.

Pupils who need additional support for reading receive timely and relevant interventions. Their progress is monitored very carefully and information from data analysis is acted on swiftly. Programmes to support numeracy development are at an early stage and have less impact.

## **Leadership and governance**

**Expected standard** 

Leaders are confident and knowledgeable. They have a secure understanding of the school's strengths and weaknesses. Leaders speak passionately about their pupils. They have a clear understanding of the needs within their community. Leaders have very high expectations of their pupils. They have put in place a challenging improvement plan to support all pupils to do even better at school.

Leaders place considerable emphasis on developing their staff. They have a clear view of where practice varies and where improvement is needed, and they provide targeted training to address those areas. Subject leaders visit lessons regularly, giving them an accurate picture of strengths and areas for development within their subjects. Staff development is carefully planned, well sequenced and aligned with whole-school priorities, as well as individual needs.

Staff speak highly of leaders. They recognise and value the considerable investment in their professional development and wellbeing. They talk about visible and approachable senior leaders. Teachers in the early stages of their career feel well supported.

Although the trust is very new, trustees and governors are knowledgeable about their statutory duties. They use a number of approaches to gather information about the school and use the information to challenge leaders. They make effective use of specialist governors to monitor areas of the school's work, for example in inclusion and pupil premium funding. Governors are particularly proud of the inclusive nature of the school.

## **Post 16 provision**

**Expected standard** 

Leaders are passionate, ambitious and have high expectations for students in the sixth form. They have developed a bespoke study programme to meet the academic needs and career aspirations of individuals. The school supports students to progress well from their starting

points. Most students achieve well. There is some variation between subjects and between academic and vocational courses.

Students are prepared well for their next stages in education, employment or training. They receive a weekly personal, social, health and economic education lesson. This includes sessions on relationships, sexual health, finance and preparing for adult life. Leaders have extensive external links with universities, industry and wider organisations. They use these to provide meaningful opportunities for students. All students experience at least one week of high-quality work experience. The vast majority of students go on to university. Staff ensure that students with special educational needs and/or disabilities receive support to develop their independent living skills. Leaders have worked hard to overcome barriers for students from disadvantaged backgrounds.

Sixth-form students have many opportunities to participate in wider school life. They act as reading mentors and take up leadership roles. As a result, the sixth form is an extension of the main school and not an addition.

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

Every pupil who walks through the door of Joseph Leckie Academy is treated as an individual with potential. Pupils move through a school day shaped by calm routines and clear expectations. Pupils attend regularly. Each morning begins in a reassuring way, with staff visible and welcoming. This helps pupils feel settled, safe and ready to learn.

Pupils learn a well-structured curriculum. Many benefit from teaching that breaks learning into manageable steps. Inclusion sits at the heart of daily practice. Pupils with special educational needs and/or disabilities, those new to English and others who need additional help, are valued and celebrated as individuals. Leaders understand pupils' circumstances. They track their needs closely and ensure support is in place across subjects. Although the quality of teaching varies in some curriculum areas, pupils are taught by staff who want them to succeed and feel that they belong. Pupils enjoy their learning, make good progress from their starting points and achieve well.

Relationships across the school are warm, respectful and steady. There are high expectations that drive a very positive behaviour climate. Pupils speak openly with staff and trust that adults will listen and act if pupils have concerns. Bullying is dealt with effectively. There is a broad range of clubs and frequent opportunities for trips and visits that all pupils are supported to attend. Older pupils, including those in the sixth form, talk confidently about their learning and their next steps. This reflects the school's culture that supports ambition and readiness for the future. These experiences help pupils feel included, valued and able to play a full and confident part in school life.

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## Next steps

- Leaders should ensure that all staff apply agreed approaches to assessment consistently so that, in lessons, teachers check what pupils have understood and remembered and use this information to adapt teaching where needed.
  - Leaders should continue to improve attendance for all pupils, including those who are disadvantaged, by ensuring that strategies to promote regular attendance are used consistently and have a sustained impact over time.
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## About this inspection

This school is part of Forge Brook 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), James Ludlow, and overseen by a board of trustees, chaired by Lisa Ingram.

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.

Inspectors spoke with the principal, the vice principals, other senior leaders, including the special educational needs coordinator, the CEO of the trust, the chair of trustees, the chair of the local governing board and other governors during the inspection.

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.

The inspectors confirmed the following information about the school:

The school makes use of 4 alternative provisions, including 3 that are unregistered.

Principal: Andrew McNaughton

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### Lead inspector:

Deborah James, Ofsted Inspector

### Team inspectors:

Natasha Lloyd, Ofsted Inspector

Helen Reeves, Ofsted Inspector

Darren Bishop, Ofsted Inspector

Sarah Steer, Ofsted Inspector

Tim Hill, His Majesty's 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

**1,520**

Well 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: 1,067

### School capacity

**1,414**

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: 1,153

### Pupils eligible for free school meals (FSM)

**52.21%**

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: 28.9%

## **Pupils with an education, health and care (EHC) plan**

**2.83%**

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: 3.09%

## **Pupils with special educational needs (SEN) support**

**13.09%**

Close to average

### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

## **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)**

**No resourced provision**

### **What does this mean?**

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

## **All pupils' performance**

**English and maths GCSE**

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (provisional)</b>	30.1%	45.2%	Below
<b>2023/24 (final)</b>	41.8%	45.9%	Close to average
<b>2022/23 (final)</b>	32.1%	45.3%	Below

### **Attainment 8**

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (provisional)</b>	42.3	45.9	Close to average
<b>2023/24 (final)</b>	43.7	45.9	Close to average
<b>2022/23 (final)</b>	42.3	46.3	Close to average

### **Progress 8**

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023/24 (final)</b>	0.11	-0.03	Close to average
<b>2022/23 (final)</b>	0.08	-0.03	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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	24.4%	25.6%	Close to average
2023/24 (final)	34.9%	25.8%	Close to average
2022/23 (final)	23.1%	25.2%	Close to average

## Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	39.1	34.9	Close to average
2023/24 (final)	38.4	34.6	Close to average
2022/23 (final)	39.1	35.0	Close to average

## Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.01	-0.57	Above
2022/23 (final)	-0.10	-0.57	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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
<b>2024/25 (provisional)</b>	24.4%	52.8%	-28.4 pp
<b>2023/24 (final)</b>	34.9%	53.1%	-18.2 pp
<b>2022/23 (final)</b>	23.1%	52.4%	-29.3 pp

### Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
<b>2024/25 (provisional)</b>	39.1	50.3	-11.2
<b>2023/24 (final)</b>	38.4	50.0	-11.6
<b>2022/23 (final)</b>	39.1	50.3	-11.2

### Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.01	0.16	-0.18
2022/23 (final)	-0.10	0.17	-0.27

## Destinations after 16

### Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	88%	91%	Average
2022 leavers (revised)	92%	93%	Average
2021 leavers (revised)	88%	94%	Below

## 16 to 18 performance

### A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	32.14	34.99	Close to average
2023/24 (final)	31.23	34.38	Close to average
2022/23 (final)	28.64	34.16	Below

### A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	0.1	0.0	Close to average
2023/24 (revised)	0.0	0.0	Close to average

## 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)	10.1%	8.1%	Above
2023/24 (3 term)	9.4%	8.9%	Close to average
2022/23 (3 term)	9.1%	9.0%	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 (2 term)	31.5%	21.9%	Above
2023/24 (3 term)	30.6%	25.6%	Above
2022/23 (3 term)	29.9%	26.5%	Close to average

## 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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