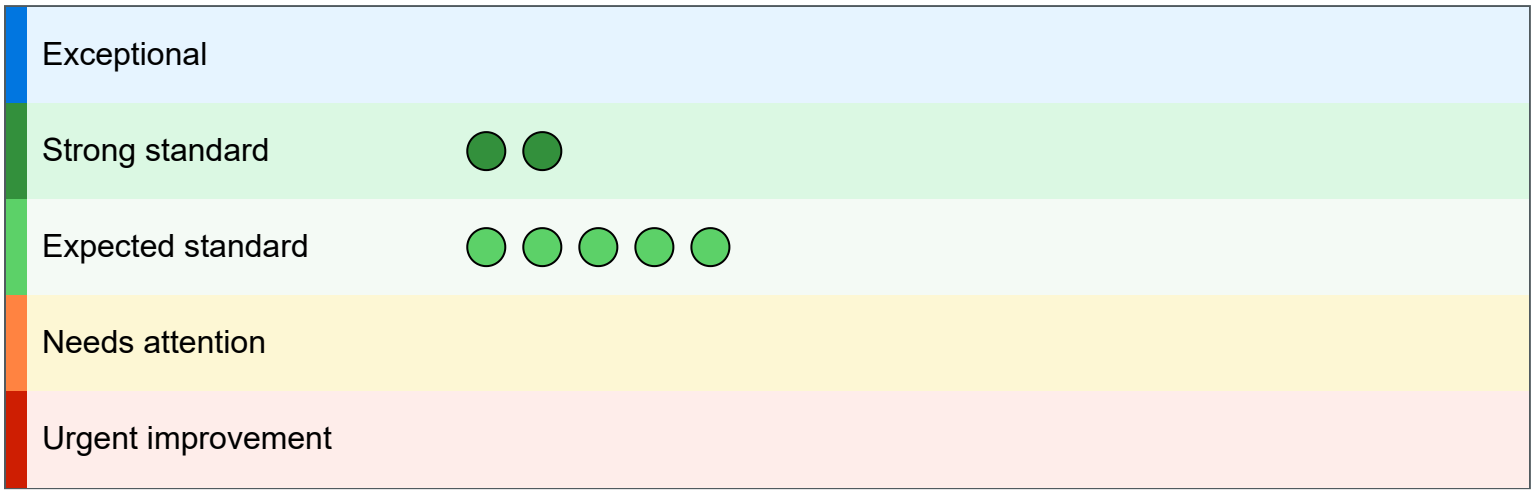
Burton Green Church of England Academy

Address: Hob Lane, Kenilworth, CV8 1QB

Unique reference number (URN): 145391

Inspection report: 6 October 2026



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

Inclusion is woven through every aspect of the school's work. Leaders are determined that all pupils, regardless of their starting points or individual circumstances, achieve well and feel a strong sense of belonging. Staff know pupils exceptionally well. They identify barriers to learning quickly, assess pupils' needs accurately and put support in place without delay. As a result, pupils are confident and able to access the full curriculum.

Leaders invest in high-quality professional development so that staff have the expertise to support pupils with a wide range of needs. Teachers adapt learning thoughtfully and use targeted strategies effectively to help pupils succeed. Staff regularly review pupils' progress, evaluate the impact of support and make timely adjustments where necessary. Consequently, pupils with special educational needs and/or disabilities, and those facing additional challenges, make secure progress from their starting points.

Leaders provide effective support for pupils who are known, or have previously been known, to social care. They work closely with families and external professionals to provide well-coordinated support. These strong partnerships help to reduce barriers to learning and wellbeing. Leaders use additional funding strategically and monitor its impact carefully. As a result, disadvantaged pupils access academic, pastoral and enrichment opportunities that help them participate fully in the life of the school.

Personal development and wellbeing

Strong standard

Leaders have established a well-planned personal development programme that reflects the school's values and the needs of its community. Through this programme, pupils develop the knowledge, skills and attributes they need to flourish in school and beyond. Pupils value the many opportunities available to them and appreciate how staff listen to and act on their views.

The curriculum helps pupils secure an understanding of healthy relationships, personal safety, mental wellbeing and online safety. Pupils confidently discuss the importance of respect, equality and inclusion. They understand fundamental British values and can explain how democracy operates through the election of student councillors. They know that their voices matter, and learn to reflect thoughtfully on their beliefs and values, appreciate diversity and make a positive contribution to their local and wider communities.

The school provides a rich range of leadership opportunities that enable pupils to develop confidence and responsibility. Student councillors, eco warriors and GLOW (God Love Our Worship) leaders take their roles seriously and make meaningful contributions to school life. Eco warriors lead initiatives to reduce waste and promote sustainability, while GLOW leaders help to plan acts of worship and encourage reflection on the school's values. Pupils speak with pride about the positive difference these roles make to the wider school community.

A broad programme of enrichment activities, educational visits and extra-curricular clubs helps pupils to develop their talents and interests. Leaders carefully monitor participation

and work effectively to remove barriers so that all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, can access the full offer.

Staff know pupils well and provide strong pastoral support, responding swiftly when pupils need help. As a result, pupils feel safe, valued and included. They demonstrate resilience, kindness and respect in their interactions with others and are well prepared for the next stage of their education and life in modern Britain.

Expected standard

Achievement

Expected standard

Pupils achieve well as they move through the school. They develop secure knowledge and understanding across a range of subjects and build effectively on prior learning. Across the school, pupils acquire the knowledge and skills needed to be well prepared for the next stage of their education. Leaders ensure that pupils receive timely support when gaps in learning are identified. As a result, most pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities, make good progress from their starting points and achieve well across the curriculum.

Published outcomes at the end of key stage 2 are typically above national averages. However, leaders recognise that the proportion of pupils achieving the higher standard in combined outcomes, and particularly in writing, is not consistently as strong. Current actions are beginning to improve the quality and depth of pupils' writing across the curriculum. As a result, pupils are producing writing of greater quality and depth across a range of subjects.

Attendance and behaviour

Expected standard

Pupils attend school regularly and understand the importance of being in school every day. Leaders monitor attendance carefully and take swift action when attendance begins to decline. They work closely with parents and carers to identify any barriers that prevent pupils from attending consistently. Staff provide personalised support and seek advice from external agencies when appropriate. Overall attendance has improved. It is now broadly in line with national figures and continues to improve. Persistent absence is reducing because leaders maintain a clear focus on helping pupils and families establish positive attendance habits. Pupils arrive punctually and settle quickly into the school day.

Leaders and staff have established high expectations for pupils’ behaviour. They reinforce these expectations through clear routines and positive relationships, and pupils understand them well. Pupils behave well in lessons and around the school. They show respect for one another and for adults. Classrooms are calm and purposeful, which helps pupils to focus on their learning.

Staff provide effective support for pupils who need help to manage their emotions or behaviour. This support helps pupils return to learning quickly and successfully. Pupils say

that bullying is rare and are confident that staff will deal with any concerns promptly. Pupils feel safe, valued and ready to learn in this welcoming and inclusive school.

Curriculum and teaching

Expected standard

Leaders have a secure and accurate understanding of the quality of the curriculum and teaching across the school. They use this knowledge well to identify strengths and areas for further development. Leaders have worked carefully to ensure that the curriculum is broad, ambitious and sequenced logically so that pupils build knowledge and skills over time.

Leaders have strengthened the school's approach to writing so that pupils have more opportunities to write at length across the curriculum and apply their writing skills in different contexts. Although leaders are still embedding this work, pupils' written work shows clear improvements in quality and quantity across the curriculum.

Leaders place a strong emphasis on reading, writing and mathematics. They provide timely support for pupils who need it and match this support well to pupils' needs. Leaders support pupils with barriers to learning effectively so that they can access the curriculum and achieve well alongside their peers. As a result, most pupils achieve well from their starting points and are well prepared for the next stage of learning.

Teachers demonstrate secure subject knowledge, present new learning clearly and regularly check pupils' understanding. Teachers give pupils opportunities to check and correct errors in their work, but do not apply this practice consistently. Consequently, errors in spelling, punctuation and grammar remain in some pupils' work across the curriculum.

Early years

Expected standard

Children make a positive start to their education in the early years. Staff create a welcoming and nurturing environment where children feel safe, valued and ready to learn. Leaders have designed a well-sequenced curriculum that enables children to build knowledge and skills progressively across all areas of learning. Staff implement the curriculum effectively because leaders provide clear expectations and support.

Communication and language are prioritised from the outset. In Nursery, staff model vocabulary precisely and engage children in purposeful conversations that develop their confidence and ability to express ideas clearly. Reading is a particular strength. Children begin learning phonics as soon as they enter Reception and develop secure early reading skills through daily practice. Staff swiftly identify children who need additional support and provide effective intervention to help them keep up with their peers. Stories, rhymes and songs are woven throughout the curriculum, helping children develop a love of reading.

Children make secure progress from their starting points. They develop independence and responsibility, for example when Reception children act as role models and support younger children. Well-planned indoor and outdoor activities promote physical development, curiosity and creativity. Staff work closely with parents and carers to support learning and welfare. As

a result, children develop positive attitudes to learning and are well prepared for the transition to Year 1.

Leadership and governance **Expected standard**

Leaders and those responsible for governance have an accurate understanding of the school's strengths and the areas for development. They use this knowledge effectively to identify appropriate priorities and ensure that improvement work is focused on making the greatest difference to pupils. Leaders make decisions that are rooted firmly in pupils' best interests. They are particularly mindful of pupils who face barriers to learning or wellbeing and ensure that support is tailored to meet their needs. Through regular monitoring and evaluation, leaders check the impact of their actions and adapt plans where necessary.

Governors and members of the trust provide effective support and challenge. They have a secure understanding of the school's work and fulfil their statutory duties diligently. Governors gather information from a range of sources, including visits to the school, discussions with staff and pupils, and leaders' reports. This helps them to hold leaders to account while maintaining a constructive and productive working relationship. Together, leaders, governors and members of the trust share a commitment to ensuring that every pupil receives a high-quality education and a positive school experience.

Staff are proud to be part of the school community. They value the strong culture of collaboration and feel that leaders listen to their views. Professional development is well planned and linked closely to the school's priorities. Staff appreciate the opportunities they receive to develop their expertise. Leaders are considerate of workload and wellbeing, which contributes to positive staff morale.

Parents and carers hold positive views of the school. Many describe the school as having a 'big family feel'. They appreciate the supportive relationships and the care shown towards their children.

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

Pupils are proud to attend this welcoming and inclusive school. Adults greet pupils warmly, know them well and take the time to understand their individual strengths and needs. As a result, pupils feel safe, valued and ready to learn. The school's values of 'value yourself, value each other, value the world' are evident in pupils' attitudes and actions. Pupils show kindness towards one another, celebrate differences and contribute to a strong sense of community.

Pupils enjoy learning. The well-sequenced curriculum helps them build on what they already know. Pupils increasingly make links between new ideas and what they have learned previously. They develop a deeper understanding of important concepts and recall key knowledge over time. Staff are ambitious for all pupils and work effectively to identify and reduce barriers to learning. Pupils with special educational needs and/or disabilities, disadvantaged pupils and those who need additional support participate fully in school life.

As a result, pupils make strong progress from their individual starting points and achieve well across the curriculum.

Pupils behave calmly and positively across the school. They understand the expectations that adults have of them and respond well to established routines. They behave respectfully in lessons and at social times. Pupils attend school regularly and understand the importance of good attendance. Bullying is rare. Pupils are confident that staff will listen to their concerns and take prompt action if any issues arise. As a result, pupils feel secure and supported.

Pupils value the many opportunities available beyond the classroom. They take part in clubs and educational visits and take on leadership roles. These experiences help pupils to develop confidence, responsibility and independence. Through charitable projects, environmental initiatives and community activities, pupils learn the importance of making a positive contribution to society. They are well prepared for the next stage of their education.

Next steps

- Leaders should continue to strengthen the implementation of the writing curriculum so that pupils develop deeper knowledge and greater accuracy in their writing.
- Leaders should continue their work to ensure that pupils correct errors in grammar, punctuation and spelling and apply this knowledge accurately across the curriculum.

About this inspection

This school is part of The Diocese of Coventry Multi Academy Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Michael Cowland, and overseen by a board of trustees, chaired by Barry Cockroft CBE.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 6 and 7 October 2026.

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 school leaders, including the headteacher, the assistant headteacher and other leaders. The lead inspector also spoke with the chief executive officer, representatives of the trust, including representatives of the trust board, representatives of the academy governing committee and a representative of the Diocese.

Inspectors spoke to pupils in lessons and at social times. They also met with groups of pupils.

Inspectors considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school is registered as having a Church of England religious character. It is part of the Diocese of Coventry. Its last section 48 inspection was in September 2025. The next inspection is due within 5 years from this date.

The school also, under the same registration, runs a nursery provision for 3-year-old children.

The school runs on-site provision for pupils in the before- and after-school club.

The school currently uses no alternative provision.

Headteacher: Stella Villiers

Lead inspector:
James Dean, His Majesty's Inspector

Team inspector:
Mark Sims, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 6 October 2026

School and pupil context

Total pupils

102
Well 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: 268

School capacity

118
Well 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)

11.46%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

3.92%
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: 4.1%

Pupils with special educational needs (SEN) support

21.57%
Above average

What does this mean?

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

National average: 15%

Location deprivation

Below 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	82%	62%	Above
2023/24 (final)	76%	61%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	88%	75%	Above
2023/24 (final)	88%	74%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	82%	72%	Above
2023/24 (final)	76%	72%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	82%	74%	Above
2023/24 (final)	76%	73%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘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
2025/26 (1 term)	6.1%	5.1%	Above
2024/25 (3 term)	8.8%	5.2%	Above
2023/24 (3 term)	8.3%	5.5%	Above

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
2025/26 (1 term)	14.0%	14.4%	Close to average
2024/25 (3 term)	17.5%	13.0%	Above
2023/24 (3 term)	16.8%	14.6%	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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