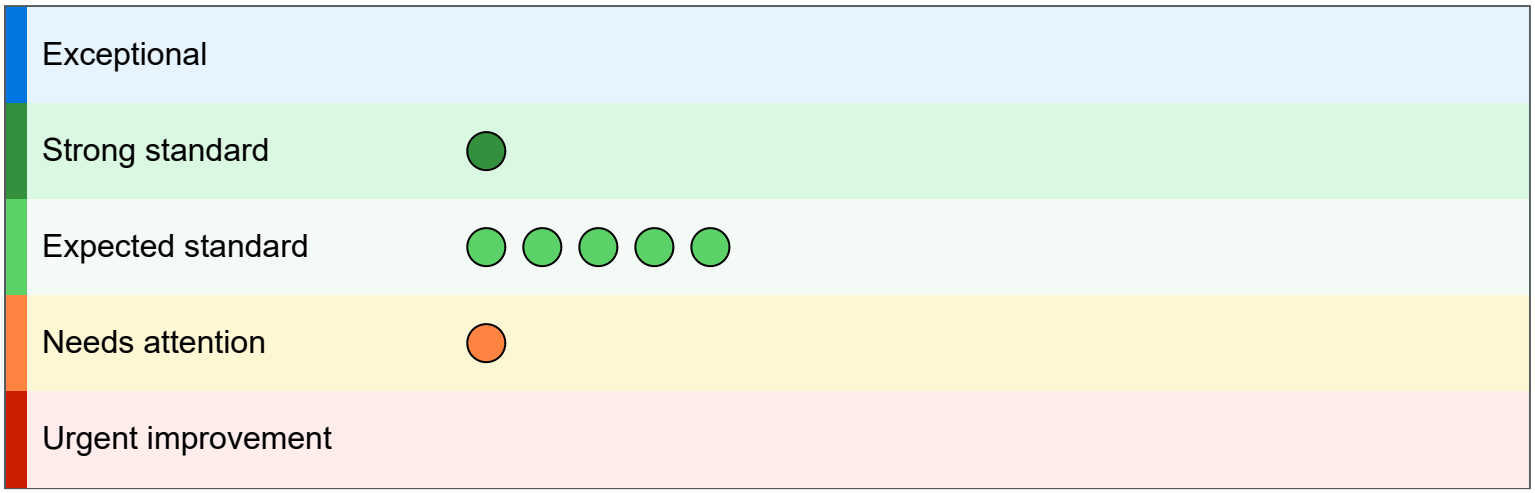
Moorlands Primary School

Address: Winchester Road, West Bromwich, West Midlands, B71 2NZ

Unique reference number (URN): 103908

Inspection report: 23 June 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

Personal development and wellbeing

Strong standard

The school places a clear focus on pupils' personal development and wellbeing. Staff use a clear and consistent approach to help pupils understand and manage their feelings. Pupils identify their emotions accurately, and staff provide effective strategies that support them well. This support helps pupils regulate their behaviour and build resilience over time. Pupils demonstrate a deep understanding of difference, and they show empathy and kindness towards others. The school promotes cultural awareness through a wide range of experiences, and pupils develop a secure understanding of diversity as a result.

The school offers many opportunities beyond the classroom. Leaders ensure that all pupils take part in a broad range of clubs, trips and activities, including outdoor learning, gardening, cooking, sports and musical enrichment. Staff support disadvantaged pupils carefully so they can participate fully in every opportunity. Pupils speak with enthusiasm about these experiences and explain how they deepen their learning and broaden their understanding of the world. The school prepares pupils very well for life in modern Britain and for their future steps.

Leadership roles, such as school council members, house captains and peacemakers, help pupils develop responsibility and confidence. Pupils carry out these roles with care, take pride in their work and make a positive contribution to the school community.

The curriculum is meticulously planned to support pupils' development. It includes personal, social and health education as well as relationships and sex education. Pupils show a deep understanding of topics such as sustainability, financial responsibility, healthy living and online safety. They behave politely and interact in a friendly and welcoming way. Pupils speak positively about their school experience and value the support they receive. Staff build calm environments and positive relationships, which support pupils' wellbeing. Staff provide very effective pastoral support. They build positive relationships and create a calm environment where pupils feel supported.

Expected standard

Achievement

Expected standard

Pupils achieve well across a range of subjects. They build knowledge and skills over time and apply their learning with increasing confidence. In lessons, their work and discussion show that they remember what they have learned and use it well. Across subjects, pupils present their work carefully and draw on secure foundational knowledge in reading, writing and mathematics to support their learning in other subjects.

Pupils develop the basic skills they need in reading, writing and mathematics. They write for different purposes and read with confidence. Pupils who find reading more difficult receive effective support and improve over time.

Pupils, including those with special educational needs and/or disabilities, make progress from their starting points. Staff identify gaps in pupils' knowledge and provide support to help them catch up. Published outcomes are slightly below national figures in some areas. This reflects the high number of pupils who need additional support with their learning. However, pupils' work in lessons and over time shows that they achieve well from their starting points and are well prepared for the next stage of their learning.

Curriculum and teaching

Expected standard

Leaders have designed a clear and well-sequenced curriculum. They make sure pupils build knowledge and skills step by step across subjects. Teachers deliver this curriculum consistently well. They explain new learning clearly and link it to what pupils already know. They use a range of strategies to help pupils recall their prior learning. This supports pupils to build knowledge and understanding over time.

In lessons, most teachers check pupils' understanding through questioning and short tasks. They identify gaps and provide support to address them. Pupils respond well to this approach and develop confidence in their learning.

Teachers adapt teaching so all pupils can access the curriculum, including those with special educational needs and/or disabilities (SEND). Staff provide focused support for pupils who may have fallen behind with their learning. Typically, this helps pupils to catch up. Pupils with SEND take part in the same learning as others.

In early reading, staff use assessment information to guide teaching and provide extra support when needed. This helps pupils develop secure reading skills. Teaching supports steady progress. However, staff do not always address misunderstandings quickly enough, which can limit learning in some lessons.

Early years

Expected standard

Leaders have a clear understanding of the strengths and areas for development in the early years. They ensure that the curriculum and experiences in the 'Little Learners' provision for 2- and 3-year-olds prepares children well as they move into Reception Year. Staff build positive relationships with children and families from the start. They identify needs early and provide support, especially for communication and language. The environment is nurturing, and routines help children settle quickly. Staff support children's personal development and wellbeing, and leaders ensure that all welfare requirements are met. They use consistent approaches and communicate well with parents and carers.

The curriculum is well planned and supports children's development across key areas of learning. Staff teach early reading, mathematics and writing clearly and help children develop vocabulary and understanding. Children enjoy a range of stories, songs and rhymes and take part in interesting activities. They follow routines and show positive attitudes to learning. They engage well in activities and begin to develop their independence and confidence. Staff provide clear guidance during direct teaching, and the learning environment offers a range of activities for children to engage with independently. Children show interest and concentration. However, adults do not always use these opportunities to

interact and extend learning further. However, overall, children develop key skills and are ready for the next stage of learning.

Inclusion

Expected standard

Leaders place inclusion at the centre of the school's work. Staff identify pupils' needs early, especially when they join the school, and put support in place quickly. Plans are clear and informative. This helps pupils and parents and carers understand the support provided.

Teachers adapt learning so that all pupils can take part in lessons. They use practical strategies, including visual aids, structured tasks and careful grouping, to help pupils stay engaged and learn alongside their peers. Staff provide additional support when needed, including individual help. They check pupils' progress regularly and adjust support accordingly. Leaders work closely with external services to strengthen provision for pupils with special educational needs and/or disabilities (SEND). As a result, pupils with SEND improve key skills, such as reading and communication.

Leaders use additional funding effectively to support pupils who are disadvantaged. This helps to improve their learning and attendance and enables them to access trips and clubs. As a result, these pupils are fully included in school life.

Pupils known, or previously known, to social care receive effective support. Staff work well with external services and parents to make sure these pupils get the help they need. Overall, pupils with a range of needs are supported well. They take part fully in school life and make progress from their starting points.

Leadership and governance

Expected standard

There is a shared deep commitment to ensuring that all pupils are included and supported well in all aspects of school life. Leaders have a clear and accurate understanding of the school. They identify key priorities and take suitable action to improve outcomes for pupils. They lead safeguarding, inclusion and the curriculum well, with clear systems and consistent expectations. Leaders support staff through regular training, guidance and opportunities to work with other schools, which helps maintain consistent teaching and expectations across the school. They manage resources carefully, including funding for disadvantaged pupils and those with special educational needs and/or disabilities so that it makes a difference and supports pupils to learn well alongside their peers and engage in all aspects of school life. Leaders check the impact of spending carefully and make changes when needed.

Most staff feel positive about their workload and wellbeing, and leaders monitor this regularly. Parents and carers mostly express positive views about the school. They value clear communication and find staff approachable. Leaders recognise that a small number of concerns remain and continue to address these.

Governance is effective. Governors provide clear oversight and maintain a clear focus on school priorities, including attendance and statutory duties. They review important information, such as attendance and pupil outcomes, as well as external quality assurance

visits, and use this to support and challenge leaders. Governors visit the school, take part in reviews and use their knowledge to hold leaders to account.

Needs attention

Attendance and behaviour

Needs attention

Attendance remains too low for some pupils who miss school regularly. Leaders take action to address this and work closely with families to improve attendance. These actions are beginning to have a positive impact, particularly for disadvantaged pupils. However, improvements are recent and not yet secure. Attendance remains below national levels. Some pupils with special educational needs and/or disabilities and those who are persistently absent continue to miss too much learning. Leaders monitor attendance carefully and provide support, but improvements are not yet ensuring that all pupils attend well.

Behaviour across the school is calm and positive. Pupils are friendly and welcoming. Pupils follow routines and settle quickly to learning. In lessons, they listen carefully, cooperate with others and show positive attitudes to their learning. Staff manage behaviour consistently and resolve issues quickly. They provide effective support to help pupils to manage their emotions. Those who need extra support receive the help they need. Staff deal with bullying and any discriminatory behaviour effectively. At social times, pupils play cooperatively and enjoy activities. Leaders introduce strategies to support positive behaviour, and these reduce conflict. Pupils understand expectations and feel the school is fair and supportive.

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

The school is friendly, welcoming and inclusive. Staff greet pupils warmly each day and help them settle quickly into learning. Pupils feel safe and trust adults to listen and act when they have concerns. Staff deal with any bullying or poor behaviour quickly, which helps them feel secure.

Pupils enjoy school and show positive attitudes to learning. They take pride in their work, try their best in lessons and respond well to clear routines. They achieve well and build skills that prepare them for the next stage of education. Staff support pupils to overcome barriers successfully, which helps them make progress from their starting points.

Pupils take part in a wide range of experiences that enrich their learning and help them develop their talents and interests. They attend after-school clubs, go on trips and take part in activities such as cookery, gardening and outdoor learning. These opportunities broaden their understanding of the world. Many pupils enjoy representing the school in sporting and public speaking competitions, developing their musical talents and singing at events in a nearby cathedral.

Relationships across the school are positive. Pupils treat each other with respect and include others in activities. Older pupils take on roles such as house captains and peacemakers. They feel proud of these responsibilities and support younger pupils effectively, often being positive role models.

At social times, pupils play cooperatively and enjoy the activities on offer. They understand the importance of kindness and difference and support peers who need extra help. Attendance is improving, although some pupils continue to miss too much learning.

Pupils enjoy being part of a caring community. They feel that they belong and that staff support them to succeed both academically and personally.

Next steps

- Leaders should ensure that recent actions to improve attendance lead to sustained improvements so that fewer pupils miss school regularly.
- Leaders should support staff in the early years to strengthen their interactions with children, particularly to develop language and extend learning during activities.
- Leaders should ensure that staff identify and address misunderstandings quickly in lessons so that pupils can build secure knowledge and achieve as well as they can.

About this inspection

The chair of the board of governors in this school is Kerry Gorton.

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 headteacher, deputy headteacher and other leaders. They also spoke with representatives of the governing body, the local authority and the virtual school. Inspectors also spoke with pupils, staff and parents and carers.

The inspectors confirmed the following information about the school:

The school does not currently make use of alternative provision.

The school offers nursery provision for 2- and-3-year-old children.

Headteacher: Katherine Roberts

Lead inspector:
Catherine Young, His Majesty's Inspector

Team inspectors:
Anne Potter, Ofsted Inspector
Gary Richards, 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

203
Close to 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)

37.44%
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: 26.3%

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

3.45%
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

21.67%
Well above average

What does this mean?

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

National average: 15%

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

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	56%	61%	Close to average
2024/25 (final)	55%	62%	Close to average
2023/24 (final)	53%	61%	Close to average
2022/23 (final)	58%	60%	Close to average

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	66%	74%	Below
2024/25 (final)	66%	75%	Below
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	72%	72%	Close to average
2024/25 (final)	76%	72%	Close to average
2023/24 (final)	67%	72%	Close to average
2022/23 (final)	74%	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	64%	73%	Below
2024/25 (final)	66%	74%	Below
2023/24 (final)	57%	73%	Below
2022/23 (final)	71%	73%	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 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	42%	46%	Close to average
2024/25 (final)	50%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	38%	46%	Close to average
2022/23 (final)	40%	44%	Close to average

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	53%	62%	Below
2024/25 (final)	67%	63%	Close to average
2023/24 (final)	44%	62%	Below
2022/23 (final)	50%	60%	Close to average

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	55%	59%	Close to average
2024/25 (final)	58%	59%	Close to average
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	60%	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	55%	60%	Close to average
2024/25 (final)	58%	61%	Close to average
2023/24 (final)	44%	59%	Below
2022/23 (final)	70%	59%	Close to average

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	42%	68%	-26 pp
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	38%	67%	-30 pp
2022/23 (final)	40%	66%	-26 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	53%	80%	-27 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	44%	80%	-36 pp
2022/23 (final)	50%	78%	-28 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	55%	78%	-22 pp
2024/25 (final)	58%	78%	-20 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	60%	77%	-17 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	55%	80%	-24 pp
2024/25 (final)	58%	81%	-22 pp
2023/24 (final)	44%	79%	-36 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	70%	79%	-9 pp

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)	8.3%	5.2%	Above
2023/24 (3 term)	7.5%	5.5%	Above
2022/23 (3 term)	8.0%	5.9%	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
2024/25 (3 term)	27.9%	13.0%	Above
2023/24 (3 term)	27.2%	14.6%	Above
2022/23 (3 term)	29.1%	16.2%	Above

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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