

St Martin de Porres Catholic Primary School

Address: Oakland Road, Moseley, Birmingham, West Midlands, B13 9DN

Unique reference number (URN): 103467

Inspection report: 20 January 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 ●

Attendance and behaviour

Strong standard ●

Leaders have implemented attendance improvement strategies with increasing consistency. As a result, overall attendance has rapidly improved from a low point post-pandemic. Nonetheless, this pattern is not reflected across all pupil groups.

Leaders identify pupils at risk early. They remove barriers through swift, proportionate action and close work with families. Regular checks, timely visits and compassionate but effective welfare support prevent absence from becoming entrenched. Leaders understand patterns of attendance in detail and respond intelligently to contextual challenges. Clear expectations, visible support at the start of the day and consistent follow-up improve pupils' punctuality. Celebration and communication reinforce a culture where pupils attend regularly and value being in school.

Pupils' behaviour consistently supports learning. Classrooms are calm, routines are well established and relationships are respectful. Pupils engage positively with staff and peers and show mature attitudes to learning. They have a clear understanding of right and wrong. Staff apply approaches to managing behaviour consistently well. This helps pupils to know the expectations placed on them. They rise to these expectations beautifully. Pupils are polite, welcoming and well mannered. Leaders log the small number of behaviour incidents carefully so they can act on any emerging themes if they arise. Staff address bullying concerns quickly and effectively. Staff supervise movement and playtimes well so pupils are safe.

Inclusion

Strong standard ●

Leaders set high expectations for every pupil and keep inclusion at the heart of school life. Staff identify pupils' individual needs early and respond quickly when they change. They check pupils' progress through the curriculum often so that support is effective and makes a difference. Teachers adapt lessons so that pupils with special educational needs and/or disabilities learn the same ambitious curriculum as their classmates.

'The Nest' provides a calm, nurturing space where pupils settle, build confidence and return to class ready to learn when the time is right. Pupils who have different barriers that affect how well they engage with school life receive targeted help. Staff plan this support with families and other professionals so that it tackles the right barriers at the right time and in the right way. Leaders use the additional funding that they receive in a carefully considered way to remove any challenges for disadvantaged pupils. Regular training gives teaching staff the skills and expertise to tailor support, while keeping expectations high for pupils. Parents' and carers' insights shape plans and next steps. Because leaders regularly check the impact of support, they are able to refine this quickly when required. This means that pupils sustain their engagement, make progress from their starting points and join in fully with school life.

Leaders provide a coherent programme that promotes pupils' personal development and wellbeing across the school day. Pupils take pride in their school, act with kindness and show a strong sense of community and school service. They speak confidently about values and demonstrate them in daily routines and support for others. Pupils show respect for each other and for all people beyond the school walls. They know that it is never right to treat somebody differently because of how they look, what they believe or where they are from. Staff build pupils' confidence and leadership through meaningful roles such as librarians, chaplaincy helpers and play leaders. Older pupils relish the opportunity to nurture and support younger pupils during social times.

Enrichment is broad and purposeful. Clubs and activities include girls' football, tennis, gymnastics, volleyball, gardening and movie club. Leaders design the additional clubs and trips thoughtfully so that they provide the most benefit for all pupils. This is because they know their pupils very well. Trips and experiences, including a residential trip, widen pupils' horizons. Leaders do all they can to ensure all pupils engage with these opportunities, which signals their commitment to inclusion and equity.

Pupils learn about healthy friendships and healthy relationships in an age-appropriate way. They understand how to be a good friend online and offline, and how to keep safe generally.

Social action, including food bank collections, hospice fundraising and the inclusive lunchtime 'JAM' club, deepens empathy and fosters a sense of belonging. Pupils learn to debate, listen and disagree well together. They say that if something feels 'heavy on your heart', staff will listen and act. This culture prepares pupils for life in modern Britain and supports wellbeing in a profound way. Leaders' work assures them that pupils will be fully prepared for their next stage of education when the time comes to leave their much-loved primary school.

Expected standard

Achievement

Expected standard

There is an improving picture of achievement. Pupils' books show that progress in writing is improving rapidly. Reading outcomes are also developing, though the pace of improvement is more gradual. Leaders have made reading a particular focus. Pupils build secure knowledge in phonics, fluency and comprehension. Across subjects, most pupils know and recall the key knowledge they need and use it with increasing accuracy.

Published outcomes show an improving trend in some areas. Where this is not the case, and where outcomes are not close to average, the school's context has an impact, notably around pupil mobility into and out of the school at atypical times. However, support targets the right pupils and gaps are narrowing, even when this is not reflected in published results. Pupils typically progress through the curriculum well and produce work that reflects this.

Occasionally, the work pupils are asked to complete does not match what they are able to do. This hinders pupils' progress in a small number of cases. However, generally, pupils are ready for their next stage of education.

Curriculum and teaching

Expected standard 

Leaders have ensured that the curriculum is broad, balanced and ambitious. They have established clear end points and well-sequenced units, so teachers know what to teach and when. In the vast majority of cases, the delivery of the curriculum is purposeful and structured. Lessons build knowledge in logical steps and make links to prior learning. This helps pupils to deepen knowledge and apply what they know. Staff have secure subject knowledge. They check understanding and address misconceptions effectively.

Reading and phonics sit at the heart of the curriculum. Staff teach the school's chosen phonics scheme with fidelity, model sounds accurately and revisit vocabulary. They check pupils' blending of sounds carefully, re-teach when needed and use questions to strengthen pupils' comprehension. Across the wider curriculum, pupils use subject-specific vocabulary with confidence. Typically, pupils benefit from high-quality teaching. Generally, teachers have a sound understanding of pupils' starting points and any gaps in learning that they might have. Where this is understood and accurate, staff address misconceptions and gaps in learning well. Planned support helps pupils secure the key concepts. However, some tasks do not match the level of pupils who are at the early stages of learning to write. When work is too difficult, pupils are not able to access and complete the tasks they are given.

Early years

Expected standard 

The early years provision offers a calm, orderly start to school. Staff consider children's starting points carefully when evaluating their progress through the curriculum. Close partnerships with feeder nurseries, parents and carers support this. Teachers deliver the curriculum highly effectively. Staff design tasks that match children's ability and use small groups effectively to consolidate their understanding. Children learn to use resources independently to apply their knowledge and sustain learning well over time.

There is a clear focus on developing communication, vocabulary and how children learn to speak and listen. Staff model language carefully, providing a positive example for children to follow. Staff understand the need to secure the basic knowledge children need to help them to be ready for their next steps. This includes reading, number facts, handwriting and spelling. Staff know precisely when children are ready to move on to the next stage of learning.

The indoor environment supports exploration in all areas and extends early reading into writing. Leaders rightly identify the outdoor area as a key priority. At present, it does not give children equal access to the full range of learning or support the purposeful, independent activities that are consistently available inside. Leaders have started to develop this space so that it mirrors the ambition and coherence of the indoor provision.

Leaders and governors set clear direction and place pupils' needs at the centre of decisions. Parents and carers describe a welcoming, caring school where their children feel safe, known and supported. Staff speak of a cohesive, values-led culture that nurtures teamwork and practical collaboration. Leaders invest in effective staff professional development through in-house training, external programmes and visits to other schools. Staff share expertise well and early career teachers receive clear, structured support that builds confidence and skill.

Leaders attend closely to staff wellbeing. Practical measures such as shared pastoral support help staff to sustain high standards while managing workload. Governors maintain close oversight through regular contact with leaders and understand the school's strengths and priorities. They understand their role well and hold leaders to account. This includes fulfilling their statutory duties.

Leaders know the community well and respond to individual circumstances with persistence and care. They track achievement closely and use this to sharpen priorities, such as the current focus on reading. Leaders communicate well with families through newsletters, workshops and day-to-day contact. The school is very well regarded in the local community. Parents are overwhelmingly positive about the care, guidance and education that their children receive in a nurturing but ambitious environment.

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

At St Martin De Porres, pupils learn and play in a calm, nurturing environment where they feel safe. They speak warmly about school and treat adults and one another with respect. They behave very well in lessons, which keeps classrooms purposeful and ensures pupils are focused on learning. Staff listen to pupils and provide excellent support for their wellbeing. Pupils trust staff and ask for help when they need it. Leaders do not tolerate bullying. Staff act at once if concerns arise, and pupils are confident that they will sort issues out.

Pupils enjoy their learning and approach tasks sensibly. Staff support pupils to know and remember more so that they are increasingly well prepared for their next steps. Typically, staff know pupils' starting points and reduce barriers that might affect how well pupils learn. Pupils with special educational needs and/or disabilities use 'The Nest' as a nurturing space to regulate and reset for learning. This helps them to re-engage successfully in lessons and at social times. Pupils with other barriers that impact their engagement with school life receive focused support. This helps them to progress well through the curriculum.

The school's inclusive culture stands out. Equal access to sport strengthens belonging and fairness. Pupils talk proudly about boys and girls getting the same opportunities. This builds confidence, teamwork and respect. Pupils feel welcome, included, listened to, seen and valued. Most attend regularly. Leaders work highly effectively with families whose children miss school to improve their attendance rapidly. Pupils learn to debate ideas kindly and listen with care. They celebrate and respect differences alongside any shared

characteristics. Pupils learn very quickly about the importance of 'loving' everyone equally. This is lived out in their daily lives. These experiences help pupils contribute positively to the school and the wider community and prepare them for life in modern Britain.

Next steps

- Leaders should ensure that writing tasks for pupils in key stages 1 and 2 align to phonics ability so that pupils secure firm foundations and are not given tasks that they are not ready for.
 - Leaders should continue to develop the outdoor area in the early years so that children have access to a range of activities that span all the areas of learning both inside and outside.
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About this inspection

The chair of the board of governors in this school is Chris Packham.

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.

Inspection activities:

Inspectors spoke with the headteacher, assistant headteacher, special educational needs coordinator and the chair of the governing body.

Inspectors confirmed the following information about the school:

This school is registered as having a Roman Catholic religious character. Its last section 48 inspection was in March 2024.

The school does not make use of any alternative provision.

There is a new headteacher in post since the last inspection.

Headteacher: Aaron Crehan

Lead inspector:

Keri Baylis, His Majesty's Inspector

Team inspectors:

Amarjit Cheema, Ofsted Inspector

Ed Leighton, 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 20 January 2026

School and pupil context

Total pupils

207

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)

37.68%

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

1.93%

Below 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

23.19%

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	60%	61%	Close to average
2024/25 (revised)	61%	62%	Close to average
2023/24 (final)	55%	61%	Close to average
2022/23 (final)	63%	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 (revised)	61%	75%	Below
2023/24 (final)	62%	74%	Below
2022/23 (final)	73%	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	78%	72%	Above
2024/25 (revised)	79%	72%	Close to average
2023/24 (final)	76%	72%	Close to average
2022/23 (final)	80%	71%	Above

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	71%	73%	Close to average
2024/25 (revised)	79%	74%	Close to average
2023/24 (final)	66%	73%	Below
2022/23 (final)	70%	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	45%	46%	Close to average
2024/25 (revised)	47%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	38%	46%	Close to average
2022/23 (final)	50%	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	55%	62%	Below
2024/25 (revised)	47%	63%	Below
2023/24 (final)	54%	62%	Close to average
2022/23 (final)	64%	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	69%	59%	Above
2024/25 (revised)	67%	59%	Close to average
2023/24 (final)	69%	58%	Close to average
2022/23 (final)	71%	58%	Above

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	57%	60%	Close to average
2024/25 (revised)	73%	61%	Above
2023/24 (final)	38%	59%	Below
2022/23 (final)	57%	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	45%	68%	-22 pp
2024/25 (revised)	47%	69%	-23 pp
2023/24 (final)	38%	67%	-29 pp
2022/23 (final)	50%	66%	-16 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	55%	80%	-25 pp
2024/25 (revised)	47%	81%	-34 pp
2023/24 (final)	54%	80%	-26 pp
2022/23 (final)	64%	78%	-14 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	69%	78%	-9 pp
2024/25 (revised)	67%	78%	-12 pp
2023/24 (final)	69%	78%	-8 pp
2022/23 (final)	71%	77%	-6 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	57%	80%	-23 pp
2024/25 (revised)	73%	81%	-7 pp
2023/24 (final)	38%	79%	-41 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	57%	79%	-22 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 (2 term)	6.7%	5.2%	Above
2023/24 (3 term)	6.8%	5.5%	Above
2022/23 (3 term)	8.2%	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 (2 term)	20.6%	13.3%	Above
2023/24 (3 term)	21.0%	14.6%	Above
2022/23 (3 term)	33.7%	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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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