

Wrens Nest Primary School

Address: Marigold Crescent, Wrens Nest Estate, Dudley, West Midlands, DY1 3NX

Unique reference number (URN): 103823

Inspection report: 19 May 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 ●

Curriculum and teaching

Strong standard ●

Since the previous inspection, leaders have made careful and well-informed decisions to further improve the curriculum across all subjects. The curriculum is ambitious, engaging and well sequenced. Leaders have secured consistently high-quality and highly inclusive teaching across the main part of the school and in the 5 additional classes for pupils with more complex special educational needs and/or disabilities (SEND).

All adults have a thorough knowledge of pupils' needs. They make frequent checks on pupils' learning to establish what they know, and pinpoint what they need to learn next. Adults constantly refine and adapt the curriculum and their teaching to ensure that no pupil is left behind. For some pupils, this involves adaptations to teaching within their class. Other pupils access some of their learning in the more specialist SEND classes. This bespoke approach means that every pupil follows a rich curriculum that builds their knowledge cumulatively and equips them well for the next stage of their learning.

Adults have secure subject knowledge. They use this to explain new concepts to pupils with clarity and precision. Adults develop pupils' spoken vocabulary extremely well. Leaders have recently strengthened the teaching of writing, and pupils' achievement is catching up quickly.

Inclusion

Strong standard ●

Inclusion is a golden thread that runs through all aspects of the school's work. Leaders swiftly and accurately identify pupils' needs. They use this information to make careful decisions about how best to overcome any barriers to learning that pupils have. Staff receive training so that they know how to adapt teaching and the curriculum. These adaptations support many vulnerable pupils to learn alongside their peers.

Leaders have taken an innovative approach to supporting the learning and wellbeing of pupils who have the most complex special educational needs and/or disabilities. They have created 5 additional classes, each of which provides pupils with a bespoke and highly tailored curriculum. Staff rigorously monitor the progress pupils make. They skilfully adjust provision in response to pupils' changing needs.

Leaders make effective use of additional funding. They have a precise understanding of the barriers faced by disadvantaged pupils. The pupil premium strategy successfully supports the academic, social and emotional development of these pupils.

Leaders go above and beyond to meet the needs of vulnerable pupils so that they can attend Wren's Nest and receive their education in their local community. If a pupil needs to attend alternative provision, leaders make appropriate arrangements to check on how well this is working.

Leaders have designed an extensive personal development programme that is tailored to the school's context and pupils' needs. They ensure that all pupils benefit from this programme, including disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND).

Leaders are determined to equip pupils with the essential skills they need to grow into successful adults who can make a positive contribution to society. Through thoughtfully planned 'life lessons', pupils' knowledge of how to look after themselves builds year on year. For example, younger pupils learn how to tie their shoelaces and keep themselves clean while older pupils learn how to read a timetable and wash clothes. Pupils and staff learn signing together so that they can communicate effectively with pupils who have specific speech and language needs.

Pupils develop a deep understanding of diversity. This is informed by knowledge of different faiths and cultures, and a secure grasp of important fundamental British values. Pupils of all ages learn about the protected characteristics through age-appropriate stories. They understand the importance of treating everyone with respect, tolerance and kindness. Pupils demonstrate these values in how they interact. They accept each other for who they are. For example, at social times pupils who attend the separate SEND classes merge seamlessly into playground games and conversations.

Pupils demonstrate detailed knowledge of how to keep themselves safe online and in the community. They learn how to manage their money and have a mature understanding of how to budget and prioritise their spending. Well-considered trips, visitors and clubs help to broaden pupils' experiences, enrich their learning and develop their interests. Pupils value the opportunity to make a difference to their school through the pupil parliament.

The school's strong personal development offer coupled with high-quality pastoral support helps pupils to develop into confident, resilient and thoughtful members of the school community.

Expected standard

Achievement

Expected standard

By the end of Year 6, pupils achieve outcomes in reading and mathematics that are broadly in line with national averages. This includes disadvantaged pupils and those with other vulnerabilities. Most pupils with special educational needs and/or disabilities make marked progress from their starting points.

Leaders have taken effective action to address pupils' lower achievement in writing and the Year 4 multiplication tables check. Refinements to teaching are bringing about improvements in the quality of pupils' writing and their ability to recall multiplication facts quickly and accurately.

Pupils are developing increasingly detailed knowledge across the curriculum as a result of highly effective teaching. They make effective use of subject-specific vocabulary when talking about their learning. Most pupils read with age-appropriate fluency and accuracy. Leaders ensure that pupils have the knowledge and skills they need to be ready for the next stage in their education.

Attendance and behaviour

Expected standard 

Leaders are taking effective action to improve pupils' attendance. They promote the importance of regular attendance through the school website, dedicated newsletters and rewards. The 'Miss school, miss...' initiative encourages pupils to reflect on the things they miss when they are absent from school. This motivates pupils to attend. Leaders monitor pupils' attendance closely. They intervene quickly if they notice pupils' attendance starting to fall. Leaders put in place individualised support packages to increase pupils' attendance. As a result, the attendance of many pupils is improving. The number of pupils who are frequently absent from school has reduced considerably this academic year.

Leaders and staff have high expectations of pupils' behaviour. Pupils rise to meet these expectations. Their behaviour and attitudes to learning are excellent. Pupils listen attentively and show high levels of concentration in lessons. They make effective use of the strategies they have learned to manage their own behaviour. This includes pupils with special educational needs and/or disabilities and other vulnerable pupils. Pupils are kind and respectful. They trust adults to deal with any concerns about bullying. Leaders maintain accurate oversight of behaviour incidents. However, the school's recording process makes it difficult for leaders to analyse information about pupils' attendance, behaviour and welfare in a holistic way.

Early years

Expected standard 

Over time, the school's early years provision has grown to incorporate 2-, 3- and 4-year-olds, including children with complex special educational needs and/or disabilities (SEND). From the earliest provision upwards, children get off to a positive start.

Leaders have designed a curriculum that focuses on children's language and communication skills, alongside their personal, social and emotional development. Adults have received training in how to develop children's communication skills and vocabulary. They generally model vocabulary well and engage children in high-quality conversations. The teaching of phonics is effective. Children apply their knowledge of letter sounds when writing independently. Adults make regular checks on children's learning and provide extra support to those who need it.

Children enjoy coming to school. Clear routines and nurturing relationships help children to settle quickly. Adults care for children well and there are clear routines in place to support children's behaviour. As a result, the youngest children play happily alongside each other. As they grow older, children learn to cooperate and share.

From low starting points, most children make secure progress. Each stage of the early years provides children with a firm foundation for what comes next. This prepares children well for Year 1 and beyond.

Leadership and governance

Expected standard 

Leaders and governors have a deep understanding of the school's context and local community. They are committed to inclusion and making sure that every pupil receives an education that is right for them. Leaders' decisions are rooted in what is best for pupils, especially those who are disadvantaged and pupils with special educational needs and/or disabilities (SEND). Leaders go to great lengths to adapt provision so that every pupil achieves and thrives.

Leaders provide staff with training to enable them to fulfil their roles effectively. This includes staff working in the additional SEND classes, teachers who are early in their career and leaders who are new to their posts. Leaders take steps to manage staff's workload and wellbeing. Staff feel valued and supported.

Leaders build strong and positive relationships with families. They have established the school as a hub at the heart of the community. Most parents and carers are extremely positive about the school's work.

Senior leaders have an accurate understanding of the school's strengths and areas for improvement. They take effective action to address areas of relative weakness. Other leaders, including those new to their posts, are starting to play a greater role in driving improvement. Leaders' monitoring and plans for improvement are detailed but lack precision. As a result, not everyone is clear on what the most important priorities are.

Governors are knowledgeable about the school's work. They use their expertise to provide appropriate challenge and support. Governors maintain effective oversight of the school's wide ranging early years and SEND provision. They ensure that leaders have the necessary resources to meet pupils' needs.

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

Wren's Nest is a safe haven where pupils thrive because of the care and support they receive. Staff know pupils well. They go the extra mile to remove any barriers to learning that pupils might have. As a result, pupils make secure progress from their starting points. They learn the knowledge and skills they need in reading, writing and mathematics to be successful in future learning. Pupils' learning broadens as they move through the school and older pupils relish developing their knowledge across the wider curriculum.

The school is highly inclusive. All pupils benefit from carefully crafted support that helps them succeed academically, personally and socially. This ranges from smaller classes to support the learning of pupils with the most complex special educational needs and/or disabilities to nurture provision that provides vulnerable pupils with the little bit of extra

reassurance they need to get them through the day. Pupils feel valued and well cared for. This frees them up to concentrate on their learning.

Pupils behave extremely well. Staff establish clear routines with the very youngest children in 'Time for Twos', which helps them to develop positive learning habits. Staff build on these foundations as pupils move into key stages 1 and 2. Pupils are highly focused in lessons and take pride in their work. At social times, they play and chat happily with their friends. Pupils learn to resolve minor fallouts and trust adults to deal with any bullying if it occurs.

Pupils benefit from a highly effective personal development programme. They thoroughly enjoy the trips, visitors and clubs on offer. During their time at Wren's Nest, pupils learn important life skills such as first aid and how to manage their money. This helps pupils to develop into confident and resilient individuals who are keen to take on new challenges.

Next steps

- Leaders should refine the processes they use to record information about pupils' behaviour, attendance and welfare so that they can analyse and draw information together more efficiently.
 - Leaders at all levels should continue to develop their knowledge and expertise so that they can contribute more fully to driving improvement in their areas of responsibility.
 - Leaders should increase the precision and efficiency of school improvement planning and how they monitor the impact of their actions so that they can continue to build on the school's successes.
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About this inspection

The chair of the board of governors in this school is Deborah Gramann.

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, other school leaders, staff and pupils during the inspection. They also spoke with 2 representatives of the governing body and 2 representatives from the local authority.

The inspectors confirmed the following information about the school:

The school currently makes use of one alternative provision.

The school has undergone a significant change since the last inspection. It now hosts a local authority early years inclusion hub for 3- and 4- year-old children with special educational needs and/or disabilities who have an education, health and care plan.

Lead inspector:

Claire Jones, His Majesty's Inspector

Team inspectors:

Lynda Townsend, Ofsted Inspector

Stuart Evans, Ofsted Inspector

Jess Chambers, 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 19 May 2026

School and pupil context

Total pupils

521

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: 272

School capacity

550

Well 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: 300

Pupils eligible for free school meals (FSM)

56.06%

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: 26.3%

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

6.53%

Well above 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

24.95%

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	61%	61%	Close to average
2024/25 (final)	67%	62%	Close to average
2023/24 (final)	63%	61%	Close to average
2022/23 (final)	53%	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	71%	74%	Close to average
2024/25 (final)	70%	75%	Close to average
2023/24 (final)	75%	74%	Close to average
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	64%	72%	Below
2024/25 (final)	70%	72%	Close to average
2023/24 (final)	63%	72%	Below
2022/23 (final)	58%	71%	Below

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	77%	73%	Close to average
2024/25 (final)	78%	74%	Close to average
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	75%	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	60%	46%	Above
2024/25 (final)	64%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	64%	46%	Above
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	66%	62%	Close to average
2024/25 (final)	67%	63%	Close to average
2023/24 (final)	68%	62%	Close to average
2022/23 (final)	63%	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	63%	59%	Close to average
2024/25 (final)	69%	59%	Close to average
2023/24 (final)	64%	58%	Close to average
2022/23 (final)	55%	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	73%	60%	Above
2024/25 (final)	77%	61%	Above
2023/24 (final)	72%	59%	Above
2022/23 (final)	68%	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	60%	68%	-8 pp
2024/25 (final)	64%	69%	-5 pp
2023/24 (final)	64%	67%	-4 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	66%	80%	-13 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	68%	80%	-12 pp
2022/23 (final)	63%	78%	-15 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	63%	78%	-15 pp
2024/25 (final)	69%	78%	-9 pp
2023/24 (final)	64%	78%	-14 pp
2022/23 (final)	55%	77%	-22 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	73%	80%	-7 pp
2024/25 (final)	77%	81%	-4 pp
2023/24 (final)	72%	79%	-7 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	68%	79%	-11 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)	7.6%	5.2%	Above
2023/24 (3 term)	8.1%	5.5%	Above
2022/23 (3 term)	8.9%	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)	23.2%	13.0%	Above
2023/24 (3 term)	26.5%	14.6%	Above
2022/23 (3 term)	33.0%	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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