

Wood Green Junior School

Address: Hobs Road, Wednesbury, West Midlands, WS10 9BW

Unique reference number (URN): 103913

Inspection report: 24 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils typically achieve well as they move through the school. They develop secure knowledge in reading, writing and mathematics, which helps them access learning across the wider curriculum. Pupils recall prior learning confidently and use this to tackle new concepts with increasing independence. However, some pupils' handwriting is not accurate. This limits the fluency of their written work. Leaders are aware of this and have introduced a whole-school approach to ensure consistency in the teaching of handwriting.

Published outcomes show that pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, generally attain in line with national averages by the end of key stage 2. Combined outcomes in reading, writing and mathematics for pupils have improved over time as a result of leaders' work to strengthen the curriculum and teaching. The proportion of pupils reaching the higher standard is improving. On the whole, pupils are well prepared as they make the transition to each new stage of their education.

Attendance and behaviour

Expected standard 

Leaders' determined work to improve attendance continues to make a positive difference. They monitor pupils' attendance closely, responding quickly when patterns of concern emerge. Staff engage thoughtfully with families, taking time to understand the specific challenges some pupils face. This enables leaders to provide targeted support that helps pupils return to regular routines. Consequently, overall attendance is broadly in line with national figures and the proportion of pupils with higher levels of absence rates is reducing. Daily welcome routines ensure that pupils feel noticed and valued as soon as they arrive. Pupils who need extra reassurance benefit from calm and consistent support so that they begin the day ready to learn.

Pupils behave well and show respect towards one another. Classrooms are orderly and pupils understand clearly the routines that help them settle to work. Staff reinforce expectations and apply the school's behaviour procedures consistently. Leaders make reasonable adjustments and target support for pupils who may need extra help, including disadvantaged pupils and those with special educational needs and/or disabilities. Around the school, pupils move sensibly and treat shared spaces responsibly. They say bullying is rare and trust staff to resolve issues if they arise. Pupils take pride in roles of responsibility, such as play leaders, and show positive attitudes to learning. As a result, pupils contribute to a calm and respectful environment.

Curriculum and teaching

Expected standard 

Leaders know the quality of the curriculum and teaching well. They have developed a well-considered curriculum that meets pupils' needs. It follows a clear sequence, ensuring that pupils revisit and deepen essential knowledge over time. Leaders check the effectiveness of the curriculum regularly. They use this information to refine subject plans and strengthen teaching. As a result, pupils typically experience lessons that build on what they already know.

Teachers generally present ideas clearly, promote discussion, check what pupils understand and address any gaps in their knowledge effectively. Teachers adapt tasks so that pupils with special educational needs and/or disabilities can access learning alongside their peers. They generally use information from their checks to design tasks that move pupils' learning on. However, occasionally, less well-matched tasks or insufficient challenge limit pupils' opportunities to progress more rapidly.

In reading and mathematics, pupils benefit from consistent approaches that help them practise and apply key knowledge. If pupils fall behind in phonics or number facts, staff provide timely support so they can catch up. However, the teaching of handwriting and aspects of writing fluency are not consistently effective. This means that some pupils struggle to present their ideas accurately and neatly in longer pieces of work.

Inclusion

Expected standard 

Leaders identify pupils' needs promptly and use well-structured systems to understand the barriers that may affect their learning. Staff have detailed knowledge of pupils and routinely report information about their attendance, wellbeing and achievement. As a result, pupils who are disadvantaged, have special educational needs and/or disabilities or are known to social care receive support that reflects their individual circumstances. Typically, they learn alongside their peers effectively.

Staff work closely with families and external professionals. This helps leaders to identify pupils' needs clearly, set goals and check the difference support makes. These partnerships enable staff to make informed decisions. Parents and carers appreciate the school's proactive communication and collaborative approach. Leaders recognise that some pupils' targets are not as precise as they should be. They are continuing to refine these so that expectations are clearer, and the learning opportunities staff provide are well matched, enabling pupils to achieve more highly.

Staff benefit from purposeful training that strengthens their confidence in making adaptations. They use visual prompts, practical equipment and digital tools to support pupils in accessing the same curriculum as their peers. Additional staff promote pupils' independence, not reliance, following evidence-based approaches to support.

Additional funding, including the pupil premium grant for disadvantaged pupils, is used effectively to remove barriers and widen pupils' experiences. As a result, pupils feel valued and included in school life.

Leadership and governance

Expected standard 

School leaders and those responsible for governance work together with clarity and purpose. They have an accurate understanding of the school's strengths and the areas that require further development. Leaders use this insight to set well-judged priorities that drive the right work across the school at the right time. They make decisions that are in the best interests of pupils, particularly those who are disadvantaged or have special educational needs and/or disabilities. Leaders check regularly on the impact that their decisions have, adjusting their approach, when needed, so that improvements benefit all pupils. Staff understand whole school priorities and take appropriate action to support improvement.

Governors fulfil their strategic responsibilities effectively. They draw on a range of evidence to assure themselves that leaders' actions are having the intended impact. Governors provide a balance of support and challenge, ensuring that leaders remain focused on pupils' welfare, inclusion and achievement. They carry out their statutory duties well, including overseeing safeguarding systems.

Leaders have created a well-structured and sustained programme of professional learning. This helps staff, including early career teachers, to strengthen their expertise and classroom practice. Staff speak positively about the culture of collaboration and trust that leaders have established. They value leaders' thoughtful consideration of workload and the structures in place to support their wellbeing.

Leaders foster supportive relationships with parents and carers, and the wider community. Most parents have very positive views of how well the school is run and how caring the staff are. They recognise the commitment shown by staff to ensuring that pupils feel supported, included and safe.

Personal development and wellbeing

Expected standard 

The school's personal development programme provides pupils with a foundation for life in modern Britain. Pupils develop an understanding of the differences between people and learn why some of these are protected against discrimination. Pupils are introduced to different religions and cultures, although sometimes their understanding of these lacks depth. Through assemblies and class discussions, pupils deepen their knowledge of fundamental British values. They take part in democratic processes, such as voting for the head pupil.

A carefully planned programme of relationships, sex education and health education (RSHE) supports pupils to understand issues, such as consent and puberty. They learn about healthy relationships in an age-appropriate way and know what it means to be a good friend. Pupils learn how to keep themselves safe, including online, and know who to approach if they have concerns. Pupils also explore strategies to maintain good physical and mental health. They gain early insights into future careers through visitors, who share their experiences, and through 'Job of the week' assemblies. These raise pupils' aspirations and broaden their economic awareness.

A wide range of enrichment activities enhances the curriculum. Pupils, including those with special educational needs and/or disabilities and disadvantaged pupils, take part in after-school clubs that foster talents and interests. Activities such as computing, dance, music and sports provide opportunities to try something new. Leaders typically monitor pupils' participation to ensure equity of access. Educational visits, including to museums, a space centre and historical sites promote pupils' curiosity. Residential trips build independence and teamwork through outdoor, adventurous experiences.

Pupils take pride in contributing to the school and local community. Roles such as classroom ambassadors, reading buddies and playground buddies encourage responsibility and active citizenship. Pupils recognise how these roles develop respect, cooperation and care for others.

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

Pupils are proud to belong to this vibrant and welcoming school. They arrive each morning with enthusiasm and are greeted warmly by staff, who know them well. This consistent care helps pupils feel safe, valued and ready to learn. Across the school there is a sense of community. Pupils describe it as a place where they feel part of a wider family.

Pupils enjoy their learning and engage positively. Lessons are purposeful and pupils talk enthusiastically about learning. Pupils show curiosity and learn to look for connections between subjects to help them to remember their learning. Reading, writing and mathematics are prioritised, with pupils achieving broadly in line with national averages in these subjects. Leaders continue to refine the curriculum to ensure that all pupils, including those with special educational needs and/or disabilities or who are disadvantaged, engage well and make progress from their starting points.

Behaviour throughout the school is calm, respectful and purposeful. Pupils follow routines well. They understand the importance of kindness and responsibility. Pupils speak confidently about what bullying is, although incidents are rare. When concerns do arise, pupils trust staff to resolve matters quickly and effectively.

Staff have high expectations for all pupils and work closely with families. They understand the barriers some pupils face and take effective steps to remove them, including supporting improved attendance. As a result, most pupils attend regularly and benefit fully from school life.

Pupils value the wide range of opportunities available to them. They take pride in assuming leadership roles, such as head pupil, classroom ambassadors and playground leaders. Clubs, educational visits and community events broaden pupils' experiences and nurture their individual talents. These meaningful opportunities help pupils grow in confidence and prepare them well for the next stage of their education.

Next steps

- Leaders should ensure that they continue to embed highly effective teaching of writing to secure key foundational knowledge, such as handwriting, so that the overall quality of writing improves and pupils are better prepared for the next stage of education.
 - Leaders should continue to strengthen teachers' use of assessment to design learning activities that meet pupils' individual needs, provide appropriate challenge and enable pupils to progress as well as possible from their starting points.
 - Leaders should continue to increase the precision of the targets set for pupils with special educational needs and/or disabilities, so that the support staff offer is well matched to pupils' needs and enables them to achieve more highly.
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About this inspection

The chair of the board of governors in this school is Elesha Brannigan.

The school is part of a federation called Albert Pritchard Infant School and Wood Green Junior School Federation.

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 school leaders, including the executive headteacher, the deputy headteacher and other senior and curriculum leaders. The lead inspector spoke with a representative of the local authority, the chair of governors and other members of the governing board during the inspection.

The inspectors confirmed the following information about the school:

The school does not make use of any alternative provision.

Executive headteacher: Mrs Carla Clarke

Lead inspector:

James Dean, His Majesty's Inspector

Team inspectors:

Karen O'Keefe, Ofsted Inspector

Vanessa Payne, 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 24 February 2026

School and pupil context

Total pupils

337

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

360

Close to 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)

42.14%

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

2.97%

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

18.10%

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	54%	61%	Below
2024/25 (revised)	60%	62%	Close to average
2023/24 (final)	52%	61%	Below
2022/23 (final)	49%	60%	Below

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	77%	74%	Close to average
2024/25 (revised)	80%	75%	Close to average
2023/24 (final)	70%	74%	Close to average
2022/23 (final)	81%	73%	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	67%	72%	Close to average
2024/25 (revised)	72%	72%	Close to average
2023/24 (final)	69%	72%	Close to average
2022/23 (final)	61%	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	68%	73%	Close to average
2024/25 (revised)	74%	74%	Close to average
2023/24 (final)	71%	73%	Close to average
2022/23 (final)	60%	73%	Below

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	43%	46%	Close to average
2024/25 (revised)	49%	47%	Close to average
2023/24 (final)	35%	46%	Close to average
2022/23 (final)	47%	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	70%	62%	Above
2024/25 (revised)	71%	63%	Close to average
2023/24 (final)	58%	62%	Close to average
2022/23 (final)	85%	60%	Above

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	62%	59%	Close to average
2024/25 (revised)	71%	59%	Close to average
2023/24 (final)	53%	58%	Close to average
2022/23 (final)	62%	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	62%	60%	Close to average
2024/25 (revised)	68%	61%	Close to average
2023/24 (final)	58%	59%	Close to average
2022/23 (final)	59%	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	43%	68%	-24 pp
2024/25 (revised)	49%	69%	-20 pp
2023/24 (final)	35%	67%	-32 pp
2022/23 (final)	47%	66%	-19 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	70%	80%	-9 pp
2024/25 (revised)	71%	81%	-10 pp
2023/24 (final)	58%	80%	-22 pp
2022/23 (final)	85%	78%	7 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	62%	78%	-16 pp
2024/25 (revised)	71%	78%	-8 pp
2023/24 (final)	53%	78%	-25 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	62%	77%	-16 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	62%	80%	-18 pp
2024/25 (revised)	68%	81%	-12 pp
2023/24 (final)	58%	79%	-22 pp
2022/23 (final)	59%	79%	-20 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)	5.1%	5.2%	Close to average
2023/24 (3 term)	6.2%	5.5%	Close to average
2022/23 (3 term)	6.3%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	14.5%	13.3%	Close to average
2023/24 (3 term)	17.0%	14.6%	Close to average
2022/23 (3 term)	17.5%	16.2%	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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