

Leamore Primary School

Address: Bloxwich Road, Leamore, Walsall, West Midlands, WS3 2BB

Unique reference number (URN): 104157

Inspection report: 2 December 2025

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 ●

Early years

Strong standard ●

Children in Nursery and Reception thrive in a calm, nurturing environment, where they feel safe and happy. Staff manage care routines well, promoting children's confidence and independence. Interactions between children and staff are warm and purposeful.

Children are very well prepared for key stage 1. This is because they engage in rich experiences that build their knowledge across all areas of learning. The curriculum prioritises children's communication and vocabulary development successfully. Songs, rhymes, stories and conversation are embedded in daily practice. Staff skilfully help children to share ideas and ask questions. Staff keep a close check on children's learning and development. Disadvantaged pupils and those with special educational needs and/or disabilities access the curriculum successfully through targeted support.

Children begin phonics lessons in the Nursery. By the start of Year 1, they have the skills needed to read and write well. The activities that staff plan are engaging and promote early reading and writing effectively. For instance, children thoroughly enjoy reading about the penguin in the snow.

Staff work closely with parents and carers. Parents visit the school and take part in workshops, giving them the chance to find out more about supporting their child's learning at home.

Expected standard ●

Achievement

Expected standard ●

Overall, pupils in different year groups achieve well across many subjects. They acquire the knowledge and skills they need in readiness for their secondary education. Pupils' handwriting is improving, and pupils get better at spelling and using grammar and punctuation with accuracy. This is because staff place a great emphasis on these aspects.

Children in early years make secure progress from their starting points. Pupils in Year 1 perform well in phonics, as do pupils in the Year 4 multiplication checks. The proportion of Year 6 pupils, including disadvantaged pupils, who reach the standard expected for their age in reading, writing and mathematics is close to the national average. In national tests in writing and mathematics at the end of Year 6, disadvantaged pupils in the school attain better than similar pupils nationally. From their different starting points, pupils with special educational needs and/or disabilities make secure gains in their learning.

Attendance and behaviour

Expected standard ●

Leaders place a strong emphasis on regular attendance. They take a proactive approach by working with external agencies and offering families early help. Leaders act promptly to address barriers, including collecting pupils from home. These actions have a positive

impact. Attendance is close to national averages and improving for all groups of pupils. Pupils with special educational needs and/or disabilities attend consistently well. Their attendance is much higher than the national average. Persistent absence has significantly reduced since last year and is now similar to national averages.

Leaders and staff have created a calm, respectful culture, where pupils feel safe and valued. Bullying is not tolerated and is a rare occurrence. Any concerns about behaviour are addressed effectively. Staff know pupils well and apply behaviour policies consistently, promoting high expectations. Pupils behave well in lessons and around school. They are polite, friendly and play cooperatively at breaktimes. Attitudes to learning are positive. Pupils engage with tasks and show resilience, when challenged in their learning. Most take pride in their work and respond positively to feedback. Pupils who sometimes find it difficult to sustain their concentration are well supported. Staff, for instance, build in regular breaks for these pupils during lessons.

Curriculum and teaching

Expected standard 

Leaders have a secure understanding of the aspects of the curriculum that are working well and those that could be even better. They make sure that pupils learn a broad and balanced curriculum. In most subjects, what pupils are expected to know, understand and do builds logically from one year group to the next. This ensures that pupils are prepared for their next steps in learning. In a few wider curriculum subjects, the key concepts that pupils need to learn have not been clearly identified. This prevents pupils from building up their knowledge securely.

Staff are well trained and have the subject knowledge needed to teach different subjects. They use effective strategies to help pupils learn new ideas and new vocabulary. Staff typically make suitable adjustments to help all pupils, including those with special educational needs and/or disabilities, access the same curriculum.

Pupils secure the basics in reading, writing and mathematics as they move through the school. Leaders have correctly identified that some pupils struggle to write fluently. A handwriting initiative is starting to help these pupils improve their letter formation. Pupils who are at risk of falling behind catch up quickly. This is because they receive timely and effective support.

Inclusion

Expected standard 

Leaders are highly ambitious for pupils and are constantly striving for pupils to achieve more. They go above and beyond to make sure all pupils, and especially those who are disadvantaged, pupils with special educational needs and/or disabilities (SEND), or those who face specific challenges, are included in all aspects of school life. Leaders work with parents and carers to spot pupils' learning and developmental needs quickly. In partnership with external agencies, leaders put the right support in place quickly.

Staff know how to help pupils who need extra support. Additional adult support, clear routines and practical resources help pupils to feel confident and ready to learn. Personalised learning plans are in place for pupils with SEND. Regular checks on these help leaders to make sure any extra support is having the desired impact on pupils.

Leaders know disadvantaged pupils well and have identified the key barriers to their achievement. Pupil premium funding gives pupils access to extra help and experiences they may not ordinarily have. This funding makes a positive difference to individual pupils' achievement in many subjects, attendance and wellbeing.

Leadership and governance

Expected standard 

Leaders are passionate and committed. They are reflective practitioners, who know the school's strengths and what needs to be better. Leaders make decisions that are in the best interest of pupils. Their moral purpose to meet the needs of those who are disadvantaged, pupils with special educational needs and/or disabilities, or are known to social care, is palpable.

Relationships with parents and carers are positive. Leaders and staff are approachable and work with families to secure improvements in individual pupils' attendance, behaviour and achievement. Parents who met with inspectors spoke highly about the school. Parent ambassadors help new families feel welcome and connected.

The professional development of staff is a priority. Training helps staff to build subject knowledge and develop their practice. Staff who want to become leaders or subject specialists benefit from access to external courses and networks. Staff are proud to work at the school. They feel well supported and value leaders' focus on their workload and wellbeing.

Governors and leaders share a clear and ambitious vision for the school. Through meetings with leaders and visits, governors gain a secure understanding of the school. This oversight helps them to provide a sound level of support and challenge. Governors understand their statutory duties, including in safeguarding.

Leaders, staff and governors have created a caring, inclusive culture, where pupils are safe and feel valued. Leaders acknowledge that, while their actions continue to improve the school, some changes are more recent. The impact of these recent changes has yet to be fully realised.

Personal development and wellbeing

Expected standard 

Leaders and staff place the care and wellbeing of pupils at the heart of their work. The school provides an inclusive environment, where pupils belong, feel safe and behave well.

The personal, social, health and economic curriculum helps pupils to reflect and engage thoughtfully with a range of current and ethical issues. Consequently, pupils know the difference between right and wrong and listen respectfully to the views and opinions of others.

Pupils enjoy taking on leadership roles, such as school councillors and eco-warriors. These roles build pupils' confidence and instil a sense of responsibility. Pupil leaders speak proudly about their contribution to improvements in the school playground and their recycling initiatives. Through 'discovery time', staff successfully broaden pupils' horizons and raise aspirations. During this time, pupils learn about different careers and they learn new skills.

Educational visits and visitors to the school enhance pupils' learning and personal development. A residential trip to a working farm, for example, gives pupils the chance to work as a team, to learn about food production and to work with animals. Pupils who have an interest in learning to play an instrument benefit from tuition in the clarinet and flute. Disadvantaged pupils are supported to engage in these experiences.

Pupils understand a range of risks, including how to stay safe online, at home and on the road. They also know who to turn to for help. Pupils learn about and understand the importance of healthy relationships. Staff make sure that these aspects are taught in an age-appropriate way.

Leaders are starting to bring together the different elements of the school's personal development programme so that they can personalise it even further for the different groups of pupils in the school.

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

This is a school, where pupils feel happy, safe and where they enjoy learning. Pupils typically describe their school as 'fun and educational'. Leaders, staff and governors bring the school vision, 'an aspiring journey to a bright future', to life through a culture of high ambition and care.

The curriculum in most subjects is carefully sequenced so that pupils build knowledge over time. The focus on early reading, writing and mathematics begins as soon as children in early years join the school. Staff use the playground reading shed and inviting classroom book corners to nurture a genuine passion for books. Through subjects such as art and design, pupils demonstrate their creative flair. They learn skills such as sketching and sculpture while learning about diverse artists. After-school clubs and educational visits enhance pupils' learning and development. The school prioritises pupils' physical health. Pupils enjoy starting each day with a walk around the playground.

Staff typically make suitable adaptations for the different pupils in their class. They work closely with families and external professionals to ensure pupils get the extra support they need. Pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, achieve well over time. By the end of Year 6, pupils meet the expected standards of learning for their age. Consequently, they are ready for the demands of secondary education.

Pupils behave well in lessons and around school. They approach learning with enthusiasm and demonstrate resilience when challenged. Bullying is rare. Staff address occasional misconduct swiftly. Attendance is close to national figures. Leaders work well with families to tackle absence.

Relationships between staff and pupils are warm and respectful. Inclusion is evident in classrooms and beyond. Pupils are well prepared for life in modern Britain. They

demonstrate respect for different cultures and beliefs. Pupils contribute positively to their community. They engage enthusiastically in sustainability projects and charity work.

Next steps

- In some wider curriculum subjects, leaders should identify clearly the knowledge and skills they want pupils to know and remember (particularly around disciplinary skills) so that pupils experience a high-quality curriculum across all subject areas.
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About this inspection

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 and other senior leaders. Inspectors met with 4 members of the local governing body, including the chair of governors. They also had a telephone conversation with one governor. The lead inspector had a telephone conversation with a representative from the local authority.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Headteacher: Miss Lisa Francis

Lead inspector:

Usha Devi, His Majesty's Inspector

Team inspectors:

Antony Bradshaw, His Majesty's Inspector

Dan Owen, 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 2 December 2025

School and pupil context

Total pupils

249

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

262

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)

46.45%

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

2.41%

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

14.06%

Close to 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)	63%	62%	Close to average
2023/24 (final)	57%	61%	Close to average
2022/23 (final)	61%	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	76%	74%	Close to average
2024/25 (revised)	77%	75%	Close to average
2023/24 (final)	77%	74%	Close to average
2022/23 (final)	74%	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	67%	72%	Close to average
2024/25 (revised)	70%	72%	Close to average
2023/24 (final)	63%	72%	Below
2022/23 (final)	68%	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	74%	73%	Close to average
2024/25 (revised)	73%	74%	Close to average
2023/24 (final)	73%	73%	Close to average
2022/23 (final)	74%	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	59%	46%	Above
2024/25 (revised)	63%	47%	Above
2023/24 (final)	56%	46%	Close to average
2022/23 (final)	60%	44%	Above

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	69%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	69%	63%	Close to average
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	70%	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)	69%	59%	Close to average
2023/24 (final)	67%	58%	Close to average
2022/23 (final)	70%	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	69%	60%	Above
2024/25 (revised)	69%	61%	Close to average
2023/24 (final)	67%	59%	Close to average
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	59%	68%	-8 pp
2024/25 (revised)	63%	69%	-7 pp
2023/24 (final)	56%	67%	-12 pp
2022/23 (final)	60%	66%	-6 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	69%	80%	-11 pp
2024/25 (revised)	69%	81%	-12 pp
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	70%	78%	-8 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)	69%	78%	-10 pp
2023/24 (final)	67%	78%	-11 pp
2022/23 (final)	70%	77%	-7 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	69%	80%	-11 pp
2024/25 (revised)	69%	81%	-12 pp
2023/24 (final)	67%	79%	-13 pp
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 (1 term)	5.4%	5.1%	Close to average
2023/24 (3 term)	6.2%	5.5%	Close to average
2022/23 (3 term)	5.8%	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 (1 term)	12.0%	14.3%	Close to average
2023/24 (3 term)	12.4%	14.6%	Close to average
2022/23 (3 term)	12.9%	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.

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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