

Pelsall Village School

Address: Old Town Lane, Pelsall, Walsall, West Midlands, WS3 4NJ

Unique reference number (URN): 104214

Inspection report: 6 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.

Expected standard

Attendance and behaviour

Expected standard 

Leaders have high expectations and prioritise pupils' attendance. They analyse information carefully to identify patterns and trends in pupils' absence. Systems for monitoring and following up absence are secure. Current attendance is broadly in line with national averages. Leaders intervene early, reduce barriers and work openly with families. They work with external agencies to secure support when needed. Leaders' personalised strategies, including tailored support for wellbeing, have a positive impact on individual pupils.

Warm and supportive relationships help pupils develop positive attitudes to their learning and conduct themselves well across the school. Leaders have established clear routines. Pupils understand and follow leaders' expectations for behaviour. Staff generally apply these expectations consistently and adapt approaches appropriately for pupils with special educational needs and/or disabilities. Pupils feel safe and trust staff to respond to concerns, including bullying. Leaders act swiftly and proportionately when incidents occur. They work closely with pupils and families to reduce recurrence.

Personal development and wellbeing

Expected standard 

Leaders place high importance on pupils' personal development and wellbeing. They provide a broad programme that reflects the school's context and prepares pupils well for later life. The taught curriculum, wider experiences and wellbeing support contribute effectively to pupils' wider development.

Pupils learn how to keep themselves safe, including when online. They understand how to ask for help and know that staff will listen. Pupils contribute positively to school life and the wider community. They take part in charity fundraising and community projects. Pupils value their leadership roles, including as school councillors, play leaders and corridor monitors. They carry out their responsibilities with pride and maturity.

The personal development programme supports pupils' spiritual, moral, social and cultural development. Through religious education, pupils reflect on their own beliefs and learn about others. They are respectful towards different cultures and perspectives. Pupils have a developing understanding of different faiths, cultures and fundamental British values, which helps them to prepare well for life in modern Britain.

All pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, access a wide range of clubs and enrichment activities. Leaders track participation carefully and remove any barriers where needed. As a result, pupils successfully develop their interests, confidence and talents.

The curriculum is age-appropriate and meets statutory requirements. Pupils learn about personal boundaries and how to resolve disagreements calmly. They understand how to maintain their physical and mental health and recognise what healthy relationships look like. Staff remain vigilant and know pupils' needs and circumstances well. The pastoral offer, including targeted support, is carefully designed and responsive to pupils' individual needs.

Leaders review its impact regularly and ensure pupils know how to access help when needed.

Needs attention

Achievement

Needs attention 

By the end of Year 6, pupils do not achieve as well as they should. Pupils' attainment in spelling, punctuation and grammar, writing and mathematics is below national figures. Gaps in pupils' foundational knowledge are a key factor. For some pupils, including those new to setting, gaps do not close quickly enough.

Phonics outcomes have also been below national figures. While there is some improvement in key stage 1, pupils' progress remains uneven. Weak transcriptional skills limit pupils' progress, particularly in writing. Some pupils struggle with spelling, handwriting and accurate sentence construction. These difficulties prevent them from expressing their ideas fluently and securely. As a result, pupils' achievement remains lower than expected. Their readiness for secondary school is reduced. Leaders recognise these issues. They are taking more decisive action to strengthen pupils' basic skills and knowledge. However, this work is at an early stage and improvements are not fully embedded.

Curriculum and teaching

Needs attention 

The curriculum aims to equip pupils with the knowledge and skills they need to succeed. Staff subject knowledge is usually secure. However, the curriculum is not taught consistently well. Staff do not always correct pupils' errors quickly enough during lessons. This allows gaps in basic knowledge to remain. These gaps slow pupils' progress, particularly in writing. Leaders have started work to address these weaknesses, but this work is at an early stage. As a result, its impact is not yet clear.

Leaders have a secure understanding of the quality of the curriculum and teaching across the school. They use this knowledge to identify areas that need improvement. As a result, leaders have made necessary changes to the curriculum. The wider curriculum is now more clearly sequenced, and learning builds over time. Improving the teaching of writing remains a key priority. Teaching in mathematics is becoming more consistent. Leaders have recently changed the approach to early reading. This work is also new, and it is too soon to see its full impact.

Approaches to adapting learning for pupils vary across the school. This includes pupils with special educational needs and/or disabilities. Adaptations are not always precise enough. As a result, some pupils do not make progress as quickly as they should.

Early years

Needs attention 

Leaders do not ensure that staff deliver the early years curriculum as effectively as they should. Staff know children and their families well, and daily routines are clear and well

established. However, the activities that staff provide do not always have clear learning intentions. Opportunities for children to explore and use a wide range of resources are sometimes limited.

Staff use assessment to identify gaps in children's development. However, they do not use this information precisely enough to design and implement activities that address these gaps. As a result, some children do not make the progress of which they are capable.

In the Nursery Year, staff interact purposefully with children. They model language carefully and support children's learning through play. Children develop their small-muscle skills by using scissors, play dough and paint. They benefit from practical experiences, such as visits to the pond, which provide valuable hands-on learning and help to spark children's curiosity.

Leaders have introduced a new phonics programme. Staff are developing their expertise and deliver the programme with increasing confidence and consistency. This practice needs time to embed fully so that all children benefit.

Staff support children's personal, social and emotional development effectively. Children feel safe and settled and become increasingly independent. Leaders understand the strengths of the provision and the areas that need improvement. They take appropriate action, including seeking external support. However, these improvements are not fully embedded across the early years.

Inclusion

Needs attention 

The support that some pupils receive in lessons does not always match their needs. Teachers do not consistently adapt learning effectively. As a result, some pupils do not overcome gaps in their learning or barriers to achievement quickly enough. Leaders identify pupils' needs promptly and accurately. This includes pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those previously known to local authority social care. However, support does not always meet pupils' needs effectively.

Staff know pupils well. They have completed appropriate training. Staff help all pupils feel welcome from the moment they arrive. Pupils develop a clear sense of belonging within the school community.

Leaders work closely with families and external agencies. They secure additional bespoke support for pupils who need it. This includes pupils with SEND, disadvantaged pupils and those who require help with their wellbeing. Staff provide sensitive and nurturing pastoral care. They respond thoughtfully to pupils' needs and offer reassurance and guidance.

Leaders use additional funding for disadvantaged pupils carefully. They identify the specific barriers these pupils face. Leaders create tailored plans to support individuals. Pupils also benefit from a range of wider opportunities that support their personal and academic development. Leaders check the impact of this work closely and adjust support where needed.

Leaders understand the school's strengths and have largely identified the right priorities for improvement. They use a range of information, including assessment data, to inform their decisions. However, their actions have not secured improvement quickly enough. Some weaknesses persist because leaders do not monitor the impact of these actions with sufficient rigour. As a result, progress in important priority areas is slow. The impact of leaders' decisions is not always evident in pupils' daily experiences, including for those who are disadvantaged.

Leaders provide training and professional learning opportunities to develop staff's expertise. Those early in their careers feel well supported. Staff value the opportunities they have to engage in professional learning and to reflect on their practice. This work has a positive impact in some aspects of the school's work. However, leaders do not ensure that improvements are embedded consistently across the school.

Pastoral support is a clear strength of the school. Staff know pupils well and provide caring, responsive support. Leaders aim to act in the best interests of pupils when making decisions, particularly to safeguard pupils' wellbeing.

Governors meet their statutory duties and understand the school's context. They use information, including data, to support and challenge leaders effectively. Most staff feel valued and supported. Leaders consider staff's workload and wellbeing carefully. They maintain positive relationships with parents and carers and the wider community.

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

Pupils enjoy coming to school and typically attend well. Staff greet pupils each morning with warmth and smiles. Wellbeing sits at the heart of school life. Pupils feel valued and included. They speak openly to staff about their worries and trust staff to help them. Staff listen carefully and act quickly.

Pupils feel safe. They know that staff look after them well. Bullying is rare. When incidents occur, staff respond promptly and effectively. Relationships between pupils and staff are respectful. This creates a calm and welcoming school environment.

Most pupils show interest in their learning. However, pupils do not achieve as well as they should. Staff do not consistently identify pupils' gaps or misunderstandings quickly enough. As a result, pupils have gaps in their knowledge and skills. This hinders how well prepared they are for their next steps in learning.

Children in the early years arrive happily. They settle quickly and are eager to learn. Staff help them feel confident and ready for school. However, staff do not deliver the early years curriculum consistently well. This means some children do not make as much progress as quickly as they could.

Pupils with special educational needs and/or disabilities (SEND) receive thoughtful and caring support. Staff know pupils well and respond sensitively to their needs. Those with the

most complex needs generally access the support they require. Across the wider school, however, provision for pupils with SEND varies. Some pupils do not benefit from teaching that is adapted closely enough. This limits the progress they make through the curriculum.

Pupils benefit from many opportunities beyond the classroom. They enjoy horse riding, fishing trips, first-aid training, road safety sessions, cycling proficiency and residential visits. Visitors to the school enhance learning further. Pupils celebrate world festivals and events. Their understanding of different faiths and worldviews is growing. Pupils develop an appropriate awareness of fundamental British values. This prepares them well for life beyond school.

Next steps

- Leaders should monitor the impact of their actions to ensure that improvements are swift and consistently embedded across the school.
 - Leaders should ensure that staff deliver the early years curriculum as intended to secure strong foundations in children's learning.
 - Leaders should ensure that pupils' attainment in national examinations improves by the end of Year 6.
 - Leaders should continue to embed changes to the reading and writing curriculums and ensure that staff deliver the curriculum consistently well to secure pupils' foundational knowledge and skills.
 - Leaders should continue to strengthen staff's use of assessment within lessons to ensure that they swiftly address gaps in pupils' foundational knowledge.
 - Leaders should ensure that staff make consistent and effective adaptations to learning to meet the needs of all learners.
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About this inspection

The chair of the board of governors in this school is Stephen Hope.

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 the chair and vice-chair of governors, and a representative of the local authority.

The inspectors confirmed the following information about the school:

The school includes a specially resourced provision for up to 16 pupils with autism and speech, language and communication needs.

The school currently uses no alternative provision.

Headteacher: Glyn Bagley

Lead inspector:

Victoria Jordan, His Majesty's Inspector

Team inspectors:

Tracey Porter, Ofsted Inspector

Helen Large, 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 6 May 2026

School and pupil context

Total pupils

278

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

330

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)

46.27%

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

1.80%

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

13.31%

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

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)

Resourced provision and SEN unit

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (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	38%	61%	Below
2024/25 (final)	18%	62%	Below
2023/24 (final)	46%	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	65%	74%	Below

Year	This school	National average	Compared with national average
2024/25 (final)	60%	75%	Below
2023/24 (final)	77%	74%	Close to average
2022/23 (final)	59%	73%	Below

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	47%	72%	Below
2024/25 (final)	22%	72%	Below
2023/24 (final)	52%	72%	Below
2022/23 (final)	63%	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	63%	73%	Below
2024/25 (final)	49%	74%	Below
2023/24 (final)	65%	73%	Below
2022/23 (final)	73%	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	27%	46%	Below
2024/25 (final)	15%	47%	Below
2023/24 (final)	24%	46%	Below
2022/23 (final)	42%	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	58%	62%	Close to average
2024/25 (final)	59%	63%	Close to average
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	50%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	32%	59%	Below

Year	This school	National average	Compared with national average
2024/25 (final)	19%	59%	Below
2023/24 (final)	29%	58%	Below
2022/23 (final)	50%	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	58%	60%	Close to average
2024/25 (final)	48%	61%	Below
2023/24 (final)	48%	59%	Close to average
2022/23 (final)	77%	59%	Above

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	27%	68%	-41 pp
2024/25 (final)	15%	69%	-54 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	24%	67%	-44 pp
2022/23 (final)	42%	66%	-24 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	58%	80%	-21 pp
2024/25 (final)	59%	81%	-22 pp
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	50%	78%	-28 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	32%	78%	-45 pp
2024/25 (final)	19%	78%	-60 pp
2023/24 (final)	29%	78%	-49 pp
2022/23 (final)	50%	77%	-27 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	58%	80%	-22 pp
2024/25 (final)	48%	81%	-32 pp
2023/24 (final)	48%	79%	-32 pp
2022/23 (final)	77%	79%	-2 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)	6.4%	5.2%	Above
2023/24 (3 term)	5.6%	5.5%	Close to average
2022/23 (3 term)	6.1%	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 (3 term)	18.3%	13.0%	Above
2023/24 (3 term)	16.3%	14.6%	Close to average
2022/23 (3 term)	18.2%	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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