

Landywood Primary School

Address: Holly Lane, Landywood, Great Wyrley, Walsall, West Midlands, WS6 6AQ

Unique reference number (URN): 124190

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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Attendance rates are consistently above national averages. Levels of persistent absence are consistently below average. When attendance causes concern, leaders respond promptly and with precision. They work in close partnerships with families to address barriers to attendance through well-targeted support. This approach has led to clear and sustained improvements in pupils' attendance at the school over time.

Pupils behave incredibly well. They are very respectful and polite. For example, pupils open doors for others and understand how to respond to polite conversation. In lessons, pupils behave well and the environment is highly conducive to learning. Pupils demonstrate dedication and enthusiasm to their learning. During lunchtimes and playtimes, pupils take part sensibly in purposeful play and sports activities. Older pupils are positive role models for younger children. Some older pupils have leadership roles to specifically support younger pupils. The school is calm and conflict is very rare, but when it does occur, pupils have lots of sensible strategies to resolve behaviour issues. On the rare occasions that bullying occurs, staff deal with it quickly and sensitively.

Inclusion

Strong standard ●

This is a deeply inclusive school with high aspirations for every pupil. Staff are welcoming and caring and act to ensure that pupils feel that they belong here. In this highly supportive environment, pupils flourish.

Staff quickly and thoroughly identify the barriers to pupils' learning or wellbeing, including those for pupils with special educational needs and/or disabilities. Staff take part in a wide range of high-quality professional learning that enhances their expertise. Leaders and staff involve external professionals in the school's work as soon as pupils require additional support. Teachers act on the advice they are given and take highly effective action to meet pupils' needs. Staff review and adapt the teaching of the curriculum whenever necessary, which enables pupils to access learning successfully and make progress.

The use of additional funding, such as to support disadvantaged pupils, is carefully planned and used effectively. Staff are highly skilled in supporting pupils who face barriers to their learning or wellbeing. Leaders ensure that these pupils benefit from a wide range of carefully planned opportunities and experiences that help them to thrive.

Expected standard ●

Achievement

Expected standard ●

Most pupils achieve well. Generally, they learn the knowledge and skills intended in the curriculum. The work they produce in a range of subjects is of an appropriate standard. Pupils develop the confidence and skills they need across the curriculum.

Leaders focus on developing pupils' basic skills, including phonics, reading, spelling, handwriting and number facts. As a result, pupils develop this essential knowledge securely and gaps in their knowledge reduce quickly. Pupils' outcomes in national assessments are broadly in line with national averages. Their attainment in phonics in Year 1 and in the multiplication tables check in Year 4 is close to average. Pupils develop suitable knowledge in wider subjects, such as in physical education, religious education and music. Vulnerable pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, make suitable progress from their starting points. Most pupils are well prepared for the next stage of their education.

Curriculum and teaching

Expected standard 

Leaders ensure that the curriculum is carefully thought out across every subject. They base the school's curriculum decisions on educational research. The key knowledge that pupils learn develops logically over time.

Leaders place a clear emphasis on professional learning for staff to make sure that all have the knowledge they need for their work. Generally, staff teach the curriculum effectively. They use their subject knowledge and their understanding of how pupils learn to inform their teaching. Staff provide pupils with clear explanations and model for pupils how to use new learning effectively. Teachers make helpful adaptations to teaching to support some pupils to access their learning.

Mostly, staff focus successfully on teaching pupils the basics of reading, writing and mathematics. A new phonics curriculum has recently been implemented. Phonics is prioritised, and generally it is taught effectively as soon as children join the school. Staff provide appropriate support for pupils to catch up in their learning of phonics. Leaders have identified that the teaching of letter formation and handwriting requires some improvements. They have appropriate plans in place to address this area.

Staff make a range of suitable checks on pupils' learning of the curriculum. Some teaching does not make effective-enough use of the information from these checks to decide what to teach pupils and when.

Early years

Expected standard 

Children in the early years, including 2-year-olds, settle calmly and swiftly into each school day. Rules and routines are established quickly and securely. Children are nurtured by caring staff. The school's early years curriculum is well thought out. Each day, staff help children to focus on activities that develop secure foundations in their knowledge, such as in personal development, communication and language and physical development.

Staff understand and act on leaders' vision and expectations, which are informed by recent research and an understanding of the barriers and challenges children may face when they join the school. Staff have appropriate knowledge to develop children's language. Generally, staff put this knowledge into effective action to support children's ability to talk and use important words successfully. Occasionally, some teaching does not make full use of staff expertise. Overall, most children secure important knowledge, such as of the basics of phonics and mathematics. Children, including those with special educational needs and/or

disabilities, achieve well from their starting points. As a result, by the end of their time in the early years, most children are ready for Year 1.

Leaders clearly understand the quality of the early years because of their careful checks on the impact of the curriculum and teaching on children's progress. Parents and carers are encouraged to work in close partnership with the school.

Leadership and governance

Expected standard 

Leaders understand the school's context. They maintain high expectations for pupils and staff. Leaders know what is working well and identify priorities for improvement accurately. The action that they take is well planned and focused, particularly in relation to improving the curriculum and teaching.

Leaders make sure that staff have the relevant knowledge needed to implement the curriculum as it is set out. Staff are professionally developed and coached in line with the school's improvement priorities, such as how to adapt the teaching of the curriculum to meet pupils' needs successfully.

Governors understand their roles and responsibilities and carry these out appropriately. Governors know the school well and provide appropriate challenge and support to leaders. They check the impact of leaders' actions, including the approach to staff's workload and wellbeing. Staff feel valued and supported by leaders.

Leaders work in close, positive partnership with parents and carers and the local community. Leaders work effectively with external agencies, such as social care and inclusion services. Leaders act in the best interests of pupils, including the most vulnerable.

Personal development and wellbeing

Expected standard 

Pupils benefit from a coherent and well-planned personal development programme that is carefully tailored to the school's context. The programme provides pupils with a wide range of experiences and opportunities that enhance their understanding of the wider world. Pupils' knowledge develops appropriately, overall.

Pupils have taken part in a faith trail and have visited a variety of places of worship. These experiences help pupils to learn about different religions and beliefs. Pupils learn about fundamental British values, including democracy and the rule of law. They show respect for the views of others and learn to listen to and consider balanced arguments. Pupils learn about how to stay safe online and in the local community using a range of sensible strategies. Staff teach them how to make healthy choices. While pupils have a broad, suitable knowledge, in some aspects of personal development their understanding is less deep than it could be.

Leaders ensure that there is a wide range of inclusive extra-curricular activities on offer. These include outdoor woodland learning, dance and gardening. Pupils have regular opportunities to represent the school in competitive sporting events such as football matches and swimming galas. Pupils benefit from partnership links with a school in another locality in the UK and an international partner school in the Netherlands. Visits to the

Netherlands, and reciprocal visits to the school, enhance pupils' cultural understanding effectively. Residential outdoor activity visits that help to build pupils' resilience are provided across several year groups.

The curriculum is enriched through visits to, for example, wildlife centres and museums linked to the geography and history curriculum. Visitors provide specialist knowledge to further deepen pupils' understanding. For example, pupils have learned about settlements and Vikings from specialist visitors.

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

This is a happy and harmonious school. Pupils enjoy school life and know that staff expect them to work hard. Most pupils achieve well and are ready for the next stage in their education.

Pupils feel safe here. They know that they can talk to staff about any worries they have. Pupils trust that staff will do everything they can to keep them safe.

Pupils behave incredibly well. They know the school's rules and routines and follow these at all times. Playtimes are a very positive time of the school day. Pupils engage in purposeful learning and get along well with their friends. Bullying is not an issue here. Pupils understand the importance of attending school regularly. As a result, the majority of pupils attend school regularly.

All pupils can take part in a range of beneficial extra-curricular activities, such as football, chess, singing, gardening and dance. Pupils are consulted on their talents and interests, and this shapes the school's decisions about the extra-curricular activities on offer. Pupils have the opportunity to represent their school in sporting competitions in, for example, football, athletics, cross-country running and swimming.

Pupils benefit from a wide range of curriculum enrichment opportunities. These include several residential trips, including one to a partner school in the Netherlands. Pupils attend visits to museums, galleries and theatres, all of which are carefully planned into the curriculum. For example, pupils have visited Wroxeter to learn about Roman Britain as part of a history topic.

Pupils value the opportunity to take on a vast range of different leadership roles. These include as team captain, wellbeing ambassador or school councillor. Pupils make a very positive contribution to school life. Pupils are well equipped for the world of work through an ambitious careers education programme.

Next steps

- Leaders should ensure that pupils consistently secure foundational knowledge in letter formation and handwriting.

- Leaders should ensure that staff consistently maximise high-quality interactions in the early years.
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About this inspection

The chair of the board of governors in this school is Ian Gregorelli.

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 headteacher, the deputy headteacher, the assistant headteachers and other leaders. They also spoke with representatives of the local authority, including the virtual school, and members of the governing body, including the chair.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

The school operates nursery provision for 2-year-old children.

Headteacher: Andrew Clewer

Lead inspector:

Emma Titchener, His Majesty's Inspector

Team inspectors:

Lynda Townsend, Ofsted Inspector

Lisa Buffery, Ofsted Inspector

Rob Johnstone, 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

404

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

393

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)

11.88%

Below 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

0.74%

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

8.42%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to 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

Year	This school	National average	Compared with national average
2024/25 (final)	62%	62%	Close to average
2023/24 (final)	50%	61%	Below
2022/23 (final)	77%	60%	Above

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	70%	74%	Close to average
2024/25 (final)	70%	75%	Close to average
2023/24 (final)	62%	74%	Below
2022/23 (final)	87%	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	82%	72%	Above
2024/25 (final)	85%	72%	Above
2023/24 (final)	81%	72%	Above
2022/23 (final)	80%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	73%	Close to average
2024/25 (final)	70%	74%	Close to average
2023/24 (final)	56%	73%	Below
2022/23 (final)	87%	73%	Above

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	51%	46%	Close to average
2024/25 (final)	40%	47%	Close to average
2023/24 (final)	56%	46%	Close to average
2022/23 (final)	67%	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	59%	62%	Close to average
2024/25 (final)	53%	63%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	61%	62%	Close to average
2022/23 (final)	67%	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	74%	59%	Above
2024/25 (final)	67%	59%	Close to average
2023/24 (final)	83%	58%	Above
2022/23 (final)	67%	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	59%	60%	Close to average
2024/25 (final)	40%	61%	Below
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	83%	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	51%	68%	-16 pp
2024/25 (final)	40%	69%	-29 pp
2023/24 (final)	56%	67%	-12 pp
2022/23 (final)	67%	66%	0 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	59%	80%	-21 pp
2024/25 (final)	53%	81%	-27 pp
2023/24 (final)	61%	80%	-19 pp
2022/23 (final)	67%	78%	-12 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	74%	78%	-3 pp
2024/25 (final)	67%	78%	-12 pp
2023/24 (final)	83%	78%	6 pp
2022/23 (final)	67%	77%	-11 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	59%	80%	-21 pp
2024/25 (final)	40%	81%	-41 pp
2023/24 (final)	67%	79%	-13 pp
2022/23 (final)	83%	79%	4 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)	4.0%	5.2%	Below
2023/24 (3 term)	5.3%	5.5%	Close to average
2022/23 (3 term)	4.9%	5.9%	Below

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)	7.1%	13.0%	Below
2023/24 (3 term)	15.1%	14.6%	Close to average
2022/23 (3 term)	10.0%	16.2%	Below

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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