

Nonsuch Primary School

Address: Wood Leasow, Woodgate Valley, Birmingham, West Midlands, B32 3SE

Unique reference number (URN): 142358

Inspection report: 20 January 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 are passionate about the importance of pupils attending school. Attendance is improving across the school. Pupils come to school on time as they are eager to come to breakfast club and enjoy a healthy breakfast. They feel safe at school. Most pupils now attend well.

The school has forged strong relationships with families. Stable leadership and family-centred support have helped to build trust across the local community. Persistent absence has recently dramatically reduced. Positive incentives, including the disco, encourage pupils to attend and motivate families.

Clear routines and high expectations across the school have created a calm, structured environment. Pupils move around the school quietly. Staff know the pupils remarkably well and this helps them to address the causes of any poor behaviour. Pupils are mostly attentive in lessons. If behaviour problems arise, they are dealt with kindly and swiftly. The staff know the pupils well and care for them. Those pupils who need extra help get the support they need, including those with special educational needs and/or disabilities. Adaptations to help pupils behave and learn well are carefully planned and effective. Pupils report that bullying is rare, and teachers help them resolve any issues.

Curriculum and teaching

Expected standard 

Leaders plan a structured and rigorous curriculum that has clear sequences of learning. The curriculum is broad and balanced. It is ambitious for pupils. Leaders focus on effective strategies to implement the curriculum. Typically, staff teach the curriculum well. For example, teachers break learning down into small steps to help pupils understand new and complicated ideas. However, the school should ensure that effective approaches to teaching are implemented consistently well so that pupils know more and remember more.

Teachers ensure that all pupils can access the curriculum. Invariably, teachers adapt teaching or change tasks for pupils to help them to access their learning, including for those with special educational needs and/or disabilities and those who are disadvantaged. As a result, pupils engage with the curriculum. When pupils join the school, teachers check their understanding and support them to fill gaps in their knowledge.

Generally, pupils learn early mathematics, writing and reading skills through focused teaching activities. In particular, the teaching of phonics is effective. Pupils progress well from their starting points. Pupils who need more support with reading receive timely extra help.

Teachers have secure subject knowledge and know what to teach and when to teach it. Staff training leads to improvements in teaching over time. Teachers feel well supported to be ambitious.

Early years

Expected standard 

Children make a positive start in the early years. The staff show high levels of care to the children. Children quickly settle into the familiar routines. Children listen well to their teachers and know what is expected of them. Indoors, a wide range of enticing activities are ready for the children.

Children are taught to read with effective phonics lessons as soon as they enter Reception. They enjoy being read to and make progress in learning to read. Children develop effective pencil grip and start practising letter formation early in their learning. This prepares them well for Year 1. Staff know children and their needs well. They work together to adjust the curriculum so children can learn effectively.

Generally, staff engage children in interesting conversations. These help children to understand and learn new words. From their starting points, children progress well. A range of outdoor activities encourage children to play, and they enjoy activities such as the mud kitchen and balance beams. Their physical skills develop well. The school develops positive relationships with parents and engages a wide range of partners to ensure the needs of all children are met.

Inclusion

Expected standard 

Inclusion is at the heart of this school. Leaders are passionate that all pupils deserve the very best. They ensure that staff get the right training to spot needs and support pupils effectively. The school builds effective partnerships with external agencies and implements their advice. Family partnerships are fostered to improve the provision for children.

Staff quickly identify the help that pupils need through their careful observations and assessment. They swiftly put support in place to enable pupils to access the curriculum. They monitor and assess the impact of interventions. Whenever pupils join the school, they are supported effectively to progress and belong at Nonsuch. Leaders understand pupils' specific needs. Pupils with the highest level of need have a bespoke curriculum that enables them to progress well from their starting points.

Leaders have established clear routines and structures that enable pupils with special educational needs and/or disabilities, those who are disadvantaged, those known or previously known to social care and those with other vulnerabilities to succeed. Disadvantaged pupils get support to address any barriers to academic or personal development. The school works effectively with external agencies to secure help for pupils and their families.

Leadership and governance

Expected standard 

Passionate and caring leaders expertly evaluate the school and report with detail and intelligence. Leaders work diligently to further improve the school and increase standards. They have established clear structures and ambitious expectations. Leaders have typically taken appropriate and focused actions to make successful improvements. Despite this,

leaders at all levels are not always involved in decision-making, which means staff do not always feel fully involved in leadership decisions.

Leaders take thoughtful action to ensure that pupils with special educational needs and/or disabilities, disadvantaged pupils and those who face other barriers to learning have the support and care that they need. As a result, generally, these pupils thrive. Tailored provision has been carefully put together to ensure pupils with the highest levels of need have an appropriate curriculum.

Trust leaders are well informed and oversee the development of the school with thought and care. They provide support and challenge through peer review systems alongside professional learning for leaders. This helps the school to move forward and look outward. Governance meets statutory duties and ensures that decisions are made in the best interests of pupils.

Staff are supportive of school leaders. School leaders acknowledge their efforts and look for ways to reduce workload and support staff wellbeing. They are largely successful. Staff benefit from high-quality professional learning and support.

Personal development and wellbeing

Expected standard 

Leaders have developed a well-considered personal development programme, rooted in their vision for pupils to build on school values such as compassion. It is well sequenced and age-appropriate. Leaders track participation in the wider offer. Teachers actively work to reduce barriers to access to enable pupils to attend clubs and activities, including those who are disadvantaged. The school ensures that pupils overcome these barriers and experience a curriculum that extends beyond the classroom.

Leaders have planned an effective relationships, sex education and health education curriculum. Pupils confidently explain how to be healthy and the importance of eating well. Pupils are aware of where to get help when they need it. They build social skills, such as cooperating with each other.

Staff thoughtfully adapt the curriculum to meet the needs of both pupils and the community local to Nonsuch. For example, the school has placed a greater focus on teaching pupils about keeping themselves safe. They stay safe online by keeping their information private. The school works alongside parents to support internet safety, for example in discussing appropriate apps and settings.

Pupils discuss fundamental British values, such as tolerance, and build positive friendships. They understand why racism, sexism and discrimination are wrong. The staff engage the local community with outreach work and by including parents in a range of support. A wide range of visits and visitors are planned for pupils to enrich their range of experiences. Pupils enthuse about opportunities such as 'Rock Steady' band, where they learn to play electric guitars. All pupils are included in these opportunities. Across the school, pupils are given the opportunity to develop their talents and interests.

Needs attention ●

Achievement

Needs attention ●

Some pupils, in some subjects, do not remember what they have been taught as they progress through the school. In key stage 2 national curriculum tests, while the majority of pupils attain well, some pupils do not achieve as well as they could. Leaders are working diligently to improve achievement across the school. The school should check that teaching approaches are implemented consistently well so that pupils know more and remember more and are well prepared for their next steps.

Teachers support children with special educational needs and/or disabilities and those with other disadvantages to learn core skills and develop their vocabulary. Children begin school enthusiastically, and children in the early years progress readily from their starting points. Pupils develop early reading skills at pace and begin to read from the outset of their education. Generally, pupils learn to read and decode words accurately. Pupils' early mathematical skills are a focus for the school. Pupils learn to add and subtract confidently and achieve well in the multiplication tables check.

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

Pupils feel that they belong at Nonsuch Primary. They come to school and enjoy the routines and structure that are provided. Pupils feel safe and well cared for within and around the school. They benefit from the wide range of pastoral support on offer, and this enables them to access the curriculum and learn.

The school has high ambition for pupils. Most pupils arrive on time and attend well. They enjoy coming to breakfast club. Staff make sure that they get to know pupils quickly. This ensures that pupils' specific needs are well understood and met. Pupils who are disadvantaged, or those with special educational needs and/or disabilities, get the support they need. Relationships between staff, pupils and families are positive.

The school's values of compassion, aspiration, commitment, self-awareness, resilience and integrity underpin all learning. Pupils develop as caring members of the school community. Most older pupils act as thoughtful role models for younger pupils. Pupils explain that bullying is rare in any form, but that whenever it does happen, teachers are quick to help pupils resolve any issues. Pupils are generally well prepared for life in modern Britain through sensitive discussions about growing older and focused transition to the next stages of their education.

Pupils generally behave well. In lessons, pupils listen attentively to their teachers. They enjoy their lessons.

Generally, pupils progress well from their starting points and are ready for their next steps. However, some pupils do not remember what they have been taught and do not achieve as

well as they could. Leaders are aware of this and have put actions in place to address this. These actions are beginning to have a positive impact.

Next steps

- The school should ensure that effective teaching strategies are implemented consistently well so that pupils know more and remember more.
 - The school should ensure that leaders at all levels are provided with opportunities to collaborate in school improvement.
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About this inspection

This school is part of Birmingham Diocesan Multi Academy Trust (BDMAT), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Tim Boyes, and overseen by a board of trustees, chaired by Sarah Smith.

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 during the inspection. Inspectors met with members of the local governing board and trust leaders, including the chief executive officer. They held meetings with the headteacher, school leaders, teachers and pupils. They looked at pupils' work and books. They also talked to pupils and staff to gather information about school life.

To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record, took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspectors reviewed a range of school documents. These included information about behaviour, attendance, the school curriculum and improvement planning. Inspectors also observed informal times of the day to evaluate safeguarding and pupils' behaviour.

Inspectors considered responses to the online survey, Ofsted Parent View, and free-text comments.

The inspectors confirmed the following information about the school: The school uses no alternative provision.

Headteacher: Dr Siobhan Sanders

Lead inspector:

Rob Matthews, His Majesty's Inspector

Team inspectors:

Darren Lennon, Ofsted Inspector

Madeleine Griffin, 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 20 January 2026

School and pupil context**Total pupils**

188

Below 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

315

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)

63.83%

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

2.66%

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

26.60%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

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

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	61%	Close to average
2024/25 (revised)	52%	62%	Below
2023/24 (final)	61%	61%	Close to average
2022/23 (final)	67%	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	69%	74%	Below
2024/25 (revised)	65%	75%	Below
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	70%	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	76%	72%	Close to average
2024/25 (revised)	81%	72%	Above
2023/24 (final)	75%	72%	Close to average
2022/23 (final)	73%	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	67%	73%	Close to average
2024/25 (revised)	58%	74%	Below
2023/24 (final)	64%	73%	Below
2022/23 (final)	80%	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	51%	46%	Close to average
2024/25 (revised)	43%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	47%	46%	Close to average
2022/23 (final)	65%	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	63%	62%	Close to average
2024/25 (revised)	57%	63%	Close to average
2023/24 (final)	63%	62%	Close to average
2022/23 (final)	71%	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	70%	59%	Above
2024/25 (revised)	81%	59%	Above
2023/24 (final)	63%	58%	Close to average
2022/23 (final)	65%	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 (revised)	52%	61%	Close to average
2023/24 (final)	47%	59%	Close to average
2022/23 (final)	76%	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%	-17 pp
2024/25 (revised)	43%	69%	-26 pp
2023/24 (final)	47%	67%	-20 pp
2022/23 (final)	65%	66%	-2 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	63%	80%	-16 pp
2024/25 (revised)	57%	81%	-24 pp
2023/24 (final)	63%	80%	-17 pp
2022/23 (final)	71%	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	70%	78%	-8 pp
2024/25 (revised)	81%	78%	3 pp
2023/24 (final)	63%	78%	-14 pp
2022/23 (final)	65%	77%	-13 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 (revised)	52%	81%	-28 pp
2023/24 (final)	47%	79%	-32 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	76%	79%	-3 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)	6.7%	5.2%	Above
2023/24 (3 term)	8.8%	5.5%	Above
2022/23 (3 term)	6.9%	5.9%	Above

Persistent absence

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

Year	This school	National average	Compared with national average
2024/25 (2 term)	22.2%	13.3%	Above
2023/24 (3 term)	30.3%	14.6%	Above
2022/23 (3 term)	24.5%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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