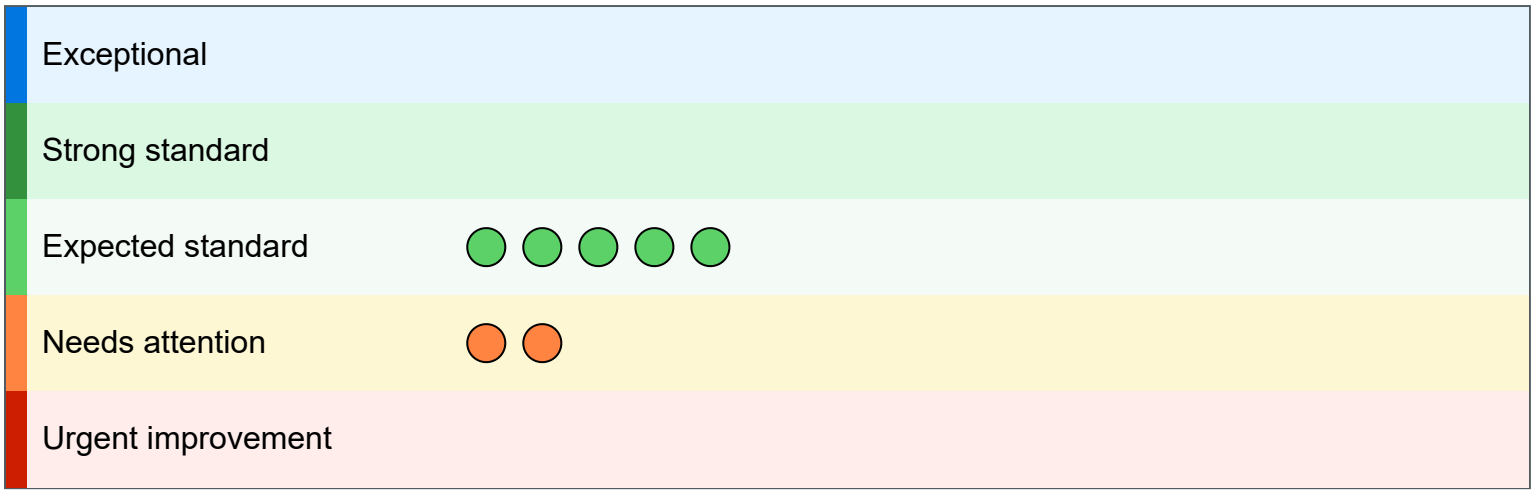
# Greswold Primary School

**Address:** Buryfield Road, Solihull, West Midlands, B91 2AZ

**Unique reference number (URN):** 104079

# Inspection report: 29 September 2026




## 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 ensure that attendance is 'everyone's business'. From the warm welcome at the door each morning to the in-depth analysis of attendance data, leaders have created a culture in which attending school every day and on time is important. When attendance concerns arise, leaders seek to understand the reasons and act quickly to address the issues. They make appropriate adjustments and work sensitively with families of children who struggle to attend school. Attendance is broadly in line with the national average.

Leaders have high expectations for pupils' behaviour. Leaders model these expectations consistently and work closely with staff to ensure that routines are embedded and reinforced. As a result, pupils generally behave well. The school is calm and orderly and pupils settle quickly to learning. They are polite, courteous and cooperative. Pupils with additional needs are supported effectively by skilled staff who help them to learn strategies to understand and manage their emotions.

Leaders take appropriate action to address incidents, including bullying, when they occur.

## Early years

**Expected standard**

Leaders prioritise the early years so that children get a positive start to their education. Strategic improvements over recent years are evident in the quality of provision. The early years environment is warm and welcoming. It is designed effectively to support children to learn, including those who are disadvantaged or pupils with special educational needs and/or disabilities.

The curriculum is carefully sequenced so that children build essential knowledge over time. Staff interact skilfully with children, prompting them to think deeply and explore ideas. Children demonstrate curiosity and enjoy finding things out. For example, they work together using different containers to investigate how quickly water travels through tubes.

Staff quickly establish routines and help children to develop confidence and independence. Staff check what children know and can do, ensuring that those who need extra help receive timely support. Learning to read is prioritised. Phonics is taught well and reinforced across the provision. As a result, children learn to read and write words with increasing accuracy.

Staff help children feel safe, secure and happy. Care for children's personal needs is effective. Staff build trusting relationships with parents and carers. Leaders have high expectations of what children can achieve. Most children make positive progress through the early years curriculum so that they are ready for the demands of Year 1.

## Inclusion

**Expected standard**

This is an inclusive school. Leaders are committed to meeting the needs of all pupils. This is evident in the school's warm and nurturing classroom environments, as well as more bespoke support for some pupils in the Nest, the Den and the Hive. Leaders take purposeful

action to ensure that pupils who face barriers to learning or wellbeing are included and feel a clear sense of belonging.

Leaders use clear and effective systems to identify pupils' needs quickly and accurately. For some pupils, these needs present significant barriers to learning and development. Staff receive appropriate training that typically enables them to adapt their teaching to meet these needs well. Leaders and governors consider carefully the expertise and deployment of staff to ensure the best possible impact on pupils.

Leaders use additional funding, such as the pupil premium grant, appropriately to strengthen disadvantaged pupils' wellbeing, sense of belonging and engagement in learning. Leaders recognise that some pupils have multiple barriers to learning or wellbeing, and they work closely with external agencies to secure timely and effective support. Pupils known to social care receive carefully coordinated support that helps to reduce any barriers to their learning.

Leaders oversee alternative provision and reduced timetables with care. These are used only as short-term measures and are reviewed regularly. Leaders work hard to ensure that pupils experience positive and successful reintegration whenever possible.

## Leadership and governance

**Expected standard**

Leaders at all levels understand the school's context and work together towards a shared aim to develop high-quality education for all. Leaders carefully consider which aspects of the school's provision need improvement. They are taking appropriate action to bring about improvement in areas that fall short of the expected standard. Leaders' improvement work is reflected in the high-quality early years provision and the current drive to improve writing outcomes. Leaders link staff training to school priorities and make informed decisions that promote the best interests of all pupils.

Governors have a broad range of skills and knowledge, which they use to fulfil their roles well. For instance, they understand and meet their statutory responsibilities, including those related to safeguarding and equality. Governors use a wealth of information about the school to guide their discussions. They have established suitable systems to evaluate the impact of leaders' actions to improve. Governors provide robust challenge and timely support to leaders. Governors monitor pupils' progress through the curriculum carefully and ensure that resources are used effectively.

Staff are overwhelmingly positive about the support leaders provide and the consideration given to their workload. Staff appreciate the variety of professional development opportunities available to them. They are proud to work at the school.

Most parents and carers speak highly of the school. They particularly appreciate the inclusive approach leaders take to supporting pupils with special educational needs and/or disabilities. Many parents value the constructive relationships that leaders have built with them. Even so, some parents would appreciate clearer communication about some areas of the school's work, including around behaviour.

### Personal development and wellbeing

**Expected standard**

Leaders ensure that pupils' personal development and wellbeing are a high priority. Leaders have recently introduced a new curriculum better suited to the needs of pupils in the school. The curriculum is well sequenced to build on what pupils already know. It promotes empathy, diversity and respect for the differences between people through social stories. Pupils learn how to stay safe when working online, and they are taught about relationships in an age-appropriate way. They learn how to maintain a healthy lifestyle, including looking after their own mental health. In the main, pupils develop a secure understanding of this important learning.

Pupils embrace the school's 'BRICKS' values of belonging, respect, independence, curiosity, kindness and success. They live out these values in their relationships with one another and in how they approach their learning. Older pupils talk about the important work of the school council and how such responsibilities help to develop their leadership skills. Pupils are positive about the school.

Leaders provide a wealth of high-quality pastoral care. Pupils readily name trusted staff who help them when they feel anxious or upset. Well-trained staff help pupils with social, emotional and mental health needs so that they grow in confidence and resilience. Pupils with medical needs are supported effectively by staff who demonstrate appropriate care.

Leaders are ambitious for pupils to experience opportunities beyond the curriculum. Leaders make these opportunities available to everyone, including pupils with special educational needs and/or disabilities, disadvantaged pupils and those who face other barriers to learning. Pupils enjoy educational visits to places such as local castles. Teamwork and resilience are developed through residential visits in Year 4 and Year 6. Partnerships with local employers help pupils learn about the world of work. These experiences, together with visitors to the school, support pupils' social, moral, spiritual and cultural development.

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## Needs attention

### Achievement

**Needs attention**

Children in the early years learn the early foundations of writing successfully. However, weaknesses in the teaching of writing from Year 1 mean that this early knowledge is not built on as well as it should be. Pupils, including some who are disadvantaged, do not secure the necessary foundational knowledge and skills that they need to write well. They do not achieve as well as they should in writing by the end of Year 6. Leaders have begun to address these weaknesses, but this work is in its early stages.

Over time, pupils develop skills and knowledge in reading and mathematics securely. They learn to read with understanding and fluency. The proportion of pupils who meet the standard in the multiplication tables check has been higher than the national average over time.

On the whole, pupils learn the intended curriculum successfully in other subjects. This is reflected in the quality of their responses and the work that they produce. In the main, pupils with special educational needs and/or disabilities and disadvantaged pupils make suitable progress from their starting points.

### Curriculum and teaching

**Needs attention**

Leaders have not ensured that staff provide pupils with sufficient opportunities to apply and embed their writing knowledge. This means that some pupils in older year groups have not secured the skills they need to be fluent and confident writers. Leaders are taking suitable action to address this. However, it is too soon to see the full impact of their work.

Leaders have an accurate understanding of the quality of the curriculum and teaching. Recently, they have improved the way that the curriculum is sequenced and designed. Leaders have ensured that the curriculum is broad and ambitious and that it interests and engages pupils in their learning.

Staff have appropriate knowledge of the subjects that they teach. For instance, they teach phonics consistently well. Staff regularly check what pupils know and can do. Disadvantaged pupils and those with special educational needs and/or disabilities typically receive appropriate support. This enables them to access the curriculum and participate successfully in learning. There is some variability in how well the curriculum is taught in key stages 1 and 2. At times, staff do not design learning activities that enable pupils to deepen their learning as fully as they could. In contrast, staff maximise opportunities for pupils to practise reading. This helps pupils to develop confidence and fluency. Those pupils who need help to catch up are supported appropriately.

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

This is a welcoming, inclusive school. Pupils, including those who have recently joined the school, have a deep sense of belonging. They feel safe, valued and cared for. Relationships between staff and pupils are respectful. Staff provide a warm welcome at the gate each morning. Pupils speak positively about their teachers and the support they receive to overcome any barriers to success. Pupils enjoy the opportunities that the school provides to learn and have fun. As a result, pupils attend well.

Pupils enjoy their learning and talk enthusiastically about their lessons. For example, pupils were keen to describe their learning about sedimentary and igneous rocks. Children in the early years are prepared well for Year 1. Pupils of all ages achieve very well in reading and mathematics. However, variability in the quality of teaching in Year 1 to Year 6 means that pupils do not develop their knowledge and skills as securely as they could, particularly in writing. Leaders know there is work to do to improve writing outcomes, including for disadvantaged pupils.

Typically, the school is calm and orderly. Throughout the school day, pupils demonstrate good manners. They behave well in lessons, around the corridors and on the playground. Pupils understand leaders' expectations clearly. This starts in the early years, where children

play cooperatively together. Staff are encouraging and celebrate children's achievements. Older pupils develop positive friendships and cooperate well in lessons. Pupils enjoy playing with their friends and understand what makes a good friendship. They trust staff to help them when things go wrong. When incidents such as bullying occur, staff take suitable action to resolve them.

Through the school's tailored personal development programme, pupils develop detailed knowledge of different faiths and beliefs. They learn about the fundamental British values, such as tolerance and respect. This helps to develop a culture of inclusivity and belonging at the school and prepares pupils for life beyond the school gates. Pupils benefit from a range of clubs that help them develop their creative and sporting talents.

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## Next steps

- Leaders should continue their work to improve the teaching of writing, so that pupils achieve as highly in writing as they do in reading and mathematics.
- Leaders should ensure that the well-designed curriculum is taught consistently well in all subjects and year groups, so that pupils securely embed the knowledge and skills they need for their next steps.
- Leaders should continue to refine their approach to communicating with parents and carers, so that they develop a shared understanding about all aspects of the school's work.

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## About this inspection

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

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 co-headteachers, senior leaders and other staff during the inspection. Inspectors also spoke to a representative of the local authority and members of the governing body.

The inspectors confirmed the following information about the school:

The school currently makes use of one registered alternative provision.

Co-headteachers: Anna Woodcock and Karen Scott

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**Lead inspector:**
Nicola Harwood, Ofsted Inspector

**Team inspectors:**
Jonathan Moore, Ofsted Inspector
Rachel Perks, Ofsted Inspector
Debbie Newman, Ofsted Inspector

## Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

## School and pupil context

### Total pupils

**680**
Well 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: 268

### School capacity

**690**
Well 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)**

## 17.39%
Below average

**What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

**Pupils with an education, health and care (EHC) plan**

## 3.97%
Close to average

**What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

**Pupils with special educational needs (SEN) support**

## 11.91%
Below average

**What does this mean?**

The proportion of pupils with reported special educational needs support 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** | R | R | R |
| **2025/26 (provisional)** | R | R | R |
| **2024/25 (final)** | 67% | 62% | Close to average |
| **2023/24 (final)** | 72% | 61% | 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** | R | R | R |
| **2025/26 (provisional)** | R | R | R |
| **2024/25 (final)** | 84% | 75% | Above |
| **2023/24 (final)** | 82% | 74% | 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** | R | R | R |
| **2025/26 (provisional)** | R | R | R |
| **2024/25 (final)** | 73% | 72% | Close to average |
| **2023/24 (final)** | 80% | 72% | 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** | R | R | R |
| **2025/26 (provisional)** | R | R | R |
| **2024/25 (final)** | 80% | 74% | Close to average |
| **2023/24 (final)** | 83% | 73% | Above |

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

## 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** | R | R | R |
| **2025/26 (provisional)** | R | R | R |
| **2024/25 (final)** | 46% | 47% | Close to average |
| **2023/24 (final)** | 92% | 46% | 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** | R | R | R |
| **2025/26 (provisional)** | R | R | R |
| **2024/25 (final)** | 85% | 63% | Above |
| **2023/24 (final)** | 92% | 62% | Above |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

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

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | R | R | R |
| **2025/26 (provisional)** | R | R | R |

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2024/25 (final)** | 62% | 59% | Close to average |
| **2023/24 (final)** | 92% | 58% | Above |

### 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** | R | R | R |
| **2025/26 (provisional)** | R | R | R |
| **2024/25 (final)** | 62% | 61% | Close to average |
| **2023/24 (final)** | 92% | 59% | Above |

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

## 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** | R | R | R |
| **2025/26 (provisional)** | R | R | R |
| **2024/25 (final)** | 46% | 69% | -23 pp |
| **2023/24 (final)** | 92% | 67% | 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** | R | R | R |
| **2025/26 (provisional)** | R | R | R |
| **2024/25 (final)** | 85% | 81% | 4 pp |
| **2023/24 (final)** | 92% | 80% | 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** | R | R | R |

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **2025/26 (provisional)** | R | R | R |
| **2024/25 (final)** | 62% | 78% | -17 pp |
| **2023/24 (final)** | 92% | 78% | 14 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** | R | R | R |
| **2025/26 (provisional)** | R | R | R |
| **2024/25 (final)** | 62% | 81% | -19 pp |
| **2023/24 (final)** | 92% | 79% | 12 pp |

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

## 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 |
|---|---|---|---|
| **2025/26 (1 term)** | 5.1% | 5.1% | Close to average |
| **2024/25 (3 term)** | 5.6% | 5.2% | Close to average |
| **2023/24 (3 term)** | 5.8% | 5.5% | 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 |
|---|---|---|---|
| **2025/26 (1 term)** | 14.4% | 14.4% | Close to average |
| **2024/25 (3 term)** | 14.0% | 13.0% | Close to average |
| **2023/24 (3 term)** | 13.5% | 14.6% | Close to average |

## Our grades explained

**Exceptional**

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

**Strong standard**

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

**Expected standard**

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

**Needs attention**

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

**Urgent improvement**

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

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