

Pedmore CE Primary School

URN: 148938 | Inspected: 09 December 2025

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.

Achievement

Expected standard

Pupils achieve well at Pedmore Primary School. Secure foundations in reading, writing and mathematics are evident from Reception through to the end of Year 6. Pupils consistently achieve above national averages in assessments at the end of key stage 2. Pupils also achieve highly in the Year 1 phonics screening check and the Year 4 multiplication tables check. Pupils generally secure key knowledge effectively, and most develop the skills they need to succeed across the curriculum. Their work demonstrates depth and accuracy, and they are well prepared for their next stages of education. Across the wider curriculum, pupils typically produce high-quality work and show detailed understanding in many subjects. However, achievement in some subjects is not as high for some pupils, including those who are disadvantaged. In these subjects, pupils do not develop secure understanding over time, and do not consistently produce high-quality work.

Curriculum and teaching

Expected standard

Leaders have a clear understanding of the curriculum and review it regularly to secure improvement. Knowledge and skills are sequenced so that pupils build on prior learning as they move through the school. Leaders have identified key subjects for further development. Recent work in these areas has developed teachers' skills to ensure that pupils learn effectively. Teachers demonstrate secure subject knowledge, which ensures explanations are precise and misconceptions are addressed. Phonics is taught well, and most staff adapt activities to meet pupils' needs. However, in some cases, staff do not adapt tasks sufficiently to match what pupils know and can do, so that teaching does not always build effectively on pupils' starting points. The wider curriculum is designed to extend pupils' vocabulary and strengthen reading and writing. The school generally uses assessment well to identify gaps and inform teaching. Staff act swiftly to provide targeted support to pupils, particularly benefitting those who are disadvantaged, pupils with special educational needs and/or disabilities, or are known to children's social care. The curriculum is planned with the most vulnerable pupils in mind, ensuring that all pupils access a broad and ambitious offer.

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Early years

Strong standard

The early years provision is highly effective. Children get off to a flying start at Pedmore Primary School. Leaders have a deep understanding of children's starting points. They have designed a curriculum that builds on what children already know and can do. Staff have high expectations of children's achievement. As a result, activities are carefully planned and highly purposeful. Leaders have prioritised communication and language. Staff support children skilfully through high-quality interactions. They deliberately weave important vocabulary into conversations with children. This effective modelling provides children with the language they need to share their thinking, resolve conflict and express how they are feeling. As a result, children manage their emotions incredibly well and play cooperatively with one another. Staff teach phonics well and promote the joy of reading. Leaders have a sharp focus on the key knowledge and skills that children need to develop. Children learn to read, write and understand early mathematical concepts from an early stage. Staff are highly aware of children's gaps in learning. As a result, they intervene swiftly to help children catch up and keep up. Leaders have fostered close partnerships with parents and carers. One parent summed up the views of many by stating, 'Teachers are always very helpful and supportive and have taken the time to get to know our child and how best to support them.'

Expected standard

Inclusion

Expected standard

Leaders have a secure understanding of pupils' needs and identify barriers swiftly. They ensure support for those facing additional challenge is implemented promptly. While most strategies are effective, some interventions are not as precisely targeted as they could be to fully remove barriers to achievement. The approach to identifying the needs of pupils with special educational needs and/or disabilities is effective. This allows timely interventions to take place and enables pupils to access the curriculum. Leaders have established a comprehensive professional learning programme. This enables staff to implement inclusive approaches confidently. Staff work closely with parents and carers and engage with external agencies, including the virtual school, to meet pupils' needs. Leaders implement reasonable adjustments for pupils who need these to access the curriculum. Funding for disadvantaged pupils is used well, with evidence-based strategies improving pupils' experiences and outcomes. Leaders generally monitor the impact of support given to pupils, who may face barriers to their learning and/or wellbeing. They adapt strategies where needed. Where these are effective, barriers are reducing over time. However, leaders recognise that sharper analysis of the impact of provision would help them to give disadvantaged pupils even greater opportunities to achieve.

Leadership and governance

Expected standard

Leaders, including those responsible for governance, understand the school's strengths and

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areas for improvement

. They act swiftly when areas for development are identified. This ensures that decisions are consistently made in the best interests of pupils. Professional learning is designed carefully and staff value the support they receive. Leaders ensure that there is targeted training from external specialists in areas, such as speech and language therapy and phonics. Staff overwhelmingly describe the school as a happy and supportive place to work. Leaders' approach to workload and wellbeing is highly appreciated by staff, including early career teachers. They know that changes or improvements are only undertaken when they benefit pupils. Governors and trustees play an active role in overseeing the quality of education. They hold leaders to account and provide appropriate support and challenge. Governors and trustees understand and carry out their statutory responsibilities effectively. They are committed to ensuring that all pupils, particularly the most vulnerable, thrive during their time at Pedmore. Leaders act in the best interests of pupils. Pupils who are disadvantaged, known (or previously known) to children's social care and those with special educational needs and/or disabilities are generally well supported. However, leaders are aware that there is still work to do to fully remove barriers to achievement for some pupils.

The school has built very effective relationships with families. Parents and carers are overwhelmingly positive about the school's work. They appreciate the leadership team and the work that the staff do to support pupils, both academically and pastorally.

Personal development and wellbeing

Expected standard

The school's personal development programme is well designed and coherent. It equips pupils with the knowledge and experiences they need to develop social skills, engage thoughtfully with key issues and appreciate cultural differences. From an early age, pupils learn strategies to manage conflict and interact positively. They demonstrate respect and kindness towards others, consistently linking these values to empathy and responsibility. Pupils talk about the importance of treating others as they would wish to be treated, drawing on the school's ethos to 'love one another'. Pupils demonstrate this daily by supporting each other during learning time or by being a friend to talk to outside. Leaders provide a wide range of experiences, such as dance, cross country and creative clubs. These promote wellbeing and develop pupils' interests and talents. Pupils welcome visits from external speakers. They have benefitted from first-aid training. Pupils have opportunities to learn about a range of careers, helping them to feel prepared for their

next steps

in education and for later life. Leaders have adopted an appropriate relationships and sex education and health education curriculum. Pupils understand healthy friendships and relationships, contrasting these with unhealthy behaviours, such as bullying. They have a deep awareness of online and everyday safety. As a result, pupils offer practical advice on protecting personal information, identifying scams and asking for support from a trusted adult when needed. Pupils also understand the benefits and risks of artificial intelligence. Leaders ensure there is an effective pastoral offer. This includes outdoor learning and nurture provision for pupils who need it. This supports pupils' wellbeing effectively. Pupils welcome those whose backgrounds and characteristics are different

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to their own. They value different cultures and beliefs. They understand the importance of fundamental British values. As a result, interactions between pupils are consistently respectful and courteous.

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

Pupils are happy at this nurturing and welcoming school. The school's vision of 'Love one another, as I have loved you' is lived out by staff and pupils alike. Warm relationships between staff, pupils and families create a calm and purposeful atmosphere, where pupils learn without distraction. Pupils know that adults will help them with any worries. Behaviour is positive and pupils say bullying is rare because 'everyone looks out for each other'. If problems occur, staff deal with them quickly. Leaders prioritise reading, writing and mathematics from the start. Effective teaching and a well-sequenced curriculum help pupils to build secure foundations. This is reflected in outcomes above national averages. Pupils who are disadvantaged, known (or previously known) to social care and those with special educational needs and/or disabilities are generally well supported. Pupils behave well and follow routines. Social times are happy, and most pupils show enthusiastic attitudes to learning. Attendance is high and very few pupils are persistently absent. Attendance is supported by clear systems and tenacious staff. Pupils enjoy coming to school, talk confidently about their work and show pride in their achievements. However, sometimes the quality of their work is not of a consistently high standard. Pupils enjoy the range of trips, clubs and experiences that the school offers. They have opportunities to develop their leadership skills. Pupils carry out their roles of responsibility with pride. They understand how to stay safe online and in the real world. Pupils celebrate diversity and respect those with different views and beliefs to their own. They are well prepared for life in modern Britain. Early years provision is a real strength, giving children an excellent start. This ensures they have those strong foundations ready for Year 1. By the time pupils leave Pedmore Primary School, they are well prepared for the next stage of their education.

Next steps

- Leaders should ensure that teaching across all subjects consistently supports pupils to produce high-quality work across the curriculum.
- Leaders should ensure there is a sharper analysis of the impact of strategies that support pupils to overcome barriers to learning, so that they access the curriculum fully and achieve well from their starting points.

Attendance and behaviour

Expected standard

Leaders have implemented effective systems to monitor attendance rigorously to support families and reduce barriers to attendance. Leaders analyse trends and intervene swiftly. They promote the importance of attendance from the first day that pupils start school. Staff state that 'attendance is everyone's responsibility' and understand how important it is. As a result, attendance for the school is high, which enables all groups of pupils to benefit from their education. Leaders ensure that pupils behave well. Staff implement the behaviour policy effectively and use positive strategies to support pupils. Pupils have warm relationships with staff; they respond promptly to instructions and move around the school with maturity. Older pupils are positive role models. Leaders adapt

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provision to support pupils who are experiencing emotional challenges. As a result, the school environment is generally calm and orderly. Most pupils show positive attitudes to learning and flourish in the classroom. However, some pupils are not fully engaged in their learning at times, which presents a barrier to their achievement. Pupils are highly respectful towards one another. They are polite and welcoming to visitors. Bullying and discrimination are not tolerated. Pupils trust staff to deal with any issues if they arise. As a result, relationships and interactions are positive.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/pedmore-ce-primary-school-stourbridge>