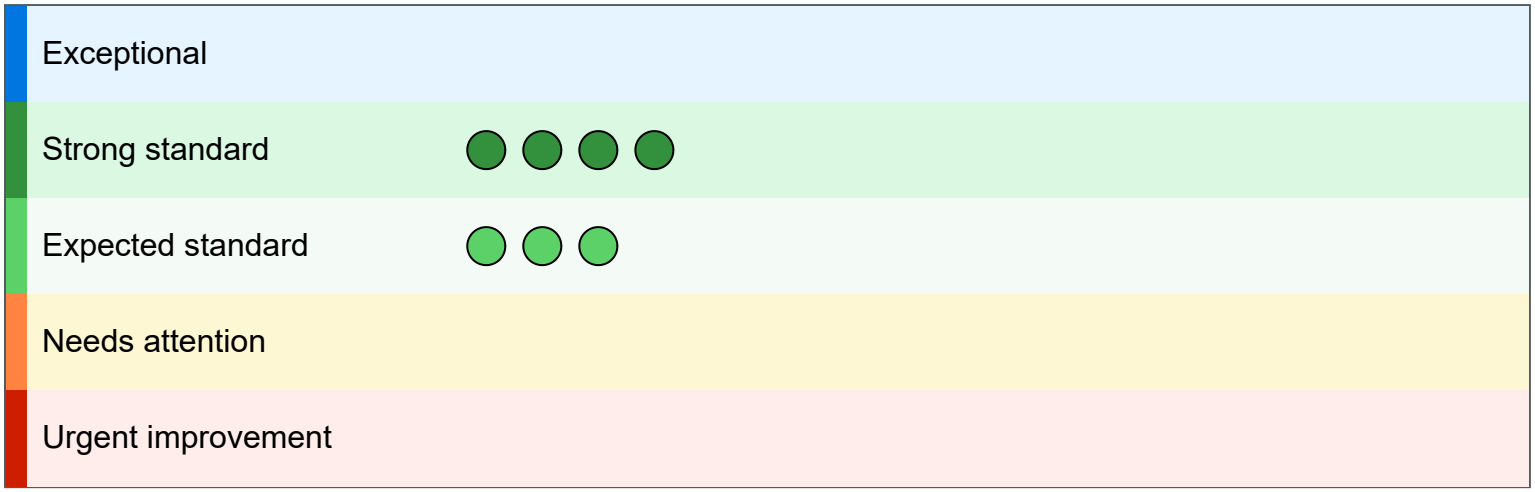
Shustoke CofE Primary School

Address: Forge Road, Shustoke, Coleshill, Birmingham, West Midlands, B46 2AU

Unique reference number (URN): 125684

Inspection report: 6 May 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.

Strong standard

Attendance and behaviour

Strong standard

Leaders take a proactive approach to improving attendance. They review attendance information every week and each term so they can spot patterns early and offer support quickly. They look closely at the needs of different groups and work with families to remove barriers. As a result, attendance across the school is above the national average and continues to improve.

Key groups, including pupils with special educational needs and/or disabilities, attend well. Where dips in attendance occur, leaders can clearly explain why and show how pupils are becoming more settled in school. Fewer pupils are now persistently absent. Leaders' close partnership with families and external agencies ensures that help is timely, targeted and effective.

Behaviour in school is calm, respectful and highly conducive to learning. Pupils are kind and polite. They are confident that adults will help them if they have a worry. Any concerns, including the rare cases of bullying or discriminatory behaviour, are dealt with quickly and consistently. Staff apply the behaviour policy fairly and consistently, so all pupils know what to expect and feel secure in the routines.

Pupils show positive attitudes to learning. Inclusive approaches help pupils manage their emotions and succeed in school. Older pupils act as role models for their younger peers. Strong relationships create a culture of respect, self-discipline and high expectations where every child can thrive.

Inclusion

Strong standard

Leaders take a highly effective and caring approach to identifying pupils' needs quickly and accurately. This includes disadvantaged pupils, pupils with special educational needs and/or disabilities, children known to social care and those facing wider challenges. Staff begin identifying needs before children start school. Clear systems help staff notice any changes straight away. Strong relationships with families mean concerns are shared early so support can be put in place quickly.

Staff have high expectations for all pupils. Support is carefully matched to each child's needs and is informed by specialist advice. Leaders ensure adaptations remove barriers without lowering expectations. As a result, pupils access the same high-quality learning as their peers. Targeted support and carefully planned approaches help pupils feel settled, ready to learn and increasingly confident in school life.

Staff confidently use targets to provide and review support. Well-planned training helps staff to develop strong expertise. Leaders work closely with external agencies, including the virtual school, to make sure pupils receive timely support. Leaders use pupil premium funding carefully to support disadvantaged pupils. Leaders' actions are improving outcomes, particularly in mathematics and writing. Disadvantaged pupils benefit from inclusive teaching and strong pastoral care.

Leadership and governance

Strong standard

Leaders hold a firm belief that every child can succeed, whatever their starting point. They understand the school's strengths well and use this information to make thoughtful improvements that raise standards. They check practice regularly, act quickly when change is needed and make sure high expectations shape daily life. This steady focus helps pupils feel supported, challenged and proud of their achievements.

Staff describe the school as nurturing, family focused and protective. They feel valued, listened to and united by a shared mission. The Shustoke Way brings consistency to teaching and behaviour, helping pupils feel secure. Professional learning is purposeful and high quality, with staff accessing specialist training that strengthens their expertise. Leaders take staff wellbeing seriously through streamlined systems and thoughtful support.

Governors play a highly influential role in the school's success. They meet all statutory duties with diligence, understand the school's priorities clearly and make well-informed decisions about resources. Through regular visits, thoughtful questioning and strong professional relationships with leaders, governors provide both robust challenge and meaningful support. This contributes directly to sustained improvements and positive outcomes.

Parents speak warmly about the school's communication, care and strong sense of belonging. Shustoke Primary School sits proudly at the heart of the community, helping pupils feel safe, supported and connected. Leaders work closely with other schools, the diocese and expert professionals to strengthen provision. Their careful use of pupil premium funding and their commitment to inclusion help ensure all pupils can take part fully in school life and opportunities.

Personal development and wellbeing

Strong standard

Pupils flourish because the school's leadership of personal development and wellbeing is thoughtful, caring and rooted in the shared values. Leaders have created a carefully planned curriculum that builds pupils' knowledge step by step. This helps pupils understand how to stay safe, form healthy relationships and recognise both online and offline risks. Pupils speak confidently about healthy lifestyles, friendships, mental health and protected characteristics. They explain their learning clearly, for instance when discussing how water safety protects communities.

The school's approach to social, moral, spiritual and cultural development is rich and engaging. Pupils enjoy experiences that broaden their understanding of the world, including visits to a Sikh gurdwara. They speak confidently about fundamental British values and enjoy activities such as seasonal walks, sensory learning and discussions about current events. This helps them think deeply about the world around them.

All pupils are encouraged to take part in the school's wider opportunities. Every pupil, including those with special educational needs and/or disabilities, those who are disadvantaged and those known to children's social care, participates fully in the school’s offer. Leaders keep a close eye on who is joining clubs, councils and events and remove

barriers so that all pupils can take part. As a result, pupils feel involved, valued and proud of their achievements.

Pastoral care is a real strength. Staff know pupils very well and identify concerns early. Families receive warm, practical support that strengthens relationships and helps children feel ready to learn. Pupils talk openly about managing emotions, resolving conflict and supporting friends. Older pupils set an excellent example for younger ones, helping to create a calm, welcoming environment.

A wide range of opportunities across music, sport, arts and nature help pupils discover their talents. Children speak proudly about achievements such as national sporting events and singing competitions. These experiences build confidence, ambition and joy.

Expected standard

Achievement

Expected standard

Typically, pupils build secure knowledge and skills across the curriculum. This means that they are well prepared for their next steps in education. Most published outcomes are broadly in line with national averages. Staff support early skills in language, communication, handwriting, spelling and number. Recent improvements in mathematics teaching are helping pupils build confidence and improve their fluency.

Pupils across all groups are remembering more of what they have been taught and applying it confidently. Disadvantaged pupils and those with special educational needs and/or disabilities make secure progress from their starting points. Leaders identify gaps in learning quickly and use well-targeted support to address gaps. Continued phonics teaching into key stage 2 helps pupils become confident, fluent readers.

Pupils continue to grow in confidence as learners. Those working just below the expected standard make appropriate progress from their starting points. The curriculum developments in writing, reading and mathematics, alongside investment in staff training, are helping pupils learn more securely. All of this is helping pupils build knowledge and skills more securely over time.

Curriculum and teaching

Expected standard

Leaders have a clear understanding of the quality of teaching and the curriculum across the school. They regularly visit lessons and talk with pupils to see what is working well and where improvements are needed. This helps leaders act quickly when something needs to change. The curriculum is carefully planned so that pupils build knowledge step by step across subjects and year groups. Pupils show this when they connect new learning to earlier learning. For example, in art, pupils apply earlier learning about shape and form when using monochrome techniques.

Teachers understand how pupils learn. They explain new ideas clearly, model learning effectively and use questioning to check pupils' understanding. Staff spot misconceptions

quickly, and they typically help pupils address them. Practical resources support pupils to access learning successfully. However, agreed approaches are not always used consistently.

Leaders make sure staff develop secure subject knowledge through well-planned training. Strong foundations in reading are prioritised through a consistent phonics programme and well-matched books. Targeted support, including small-group work and catch-up sessions, helps pupils who need extra practice to catch up quickly. An inclusive approach ensures pupils with special educational needs and/or disabilities and disadvantaged pupils receive effective support.

Early years **Expected standard**

Children get off to a good start at Shustoke Primary School. Early years provision is shaped by passionate, knowledgeable leadership that places children's wellbeing and learning at the centre of school life. Leaders set a clear vision for high-quality early education. They have designed a carefully sequenced curriculum that helps children build knowledge step by step.

Teaching during focused activities is purposeful and clear, helping children to achieve well from their starting points. However, strategies to develop communication and language are not yet used consistently. This means some opportunities to deepen children's understanding are missed.

Partnerships with parents are a significant strength. Leaders communicate openly, offer workshops, provide regular updates and create meaningful opportunities for families to learn alongside their children. This builds a shared understanding of how to support learning at home. This helps staff build strong, trusting relationships, which are appreciated by parents.

Children's welfare and emotional security are nurtured through warm relationships, consistent routines and inclusive practice. This ensures every child feels known and supported. Phonics is taught systematically and with precision, enabling children to apply their growing knowledge confidently in early reading and writing. As a result, most children develop secure foundations, positive attitudes to learning and the confidence they need for a successful transition into Year 1.

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

'Living life in all its fullness' underpins daily life at Shustoke. Pupils feel known, valued and encouraged to do well. Pupils build secure knowledge across the curriculum from the very start. They enjoy learning and talk proudly about the progress they make. Teaching helps pupils connect new learning to what they already know. As a result, they are well prepared for their next steps.

Pupils understand that some pupils need extra help at different times. Staff identify barriers quickly and provide effective support. As a result, pupils, including those with special educational needs and/or disabilities, disadvantaged pupils and those known to social care,

achieve well from their starting points. Pupils feel included in every aspect of school life and benefit from warm relationships with staff who know them deeply.

Pupils behave with integrity and show respect for others. They feel safe, trust adults to help them and know that any concerns, including bullying, are dealt with quickly and fairly. Attendance is high because pupils enjoy coming to school and feel a sense of belonging. Calm routines and supportive check-ins help pupils feel settled and ready to learn.

Pupils thrive through a rich personal development programme rooted in the school's Church of England ethos. They gain detailed knowledge about healthy relationships, emotions, protected characteristics and staying safe. They speak confidently about fundamental British values, different religions and diverse family structures.

Pupils develop excellent leadership skills. They take on roles such as worship council, school council, eco council, health and happiness ambassadors, house captains and vice captains. These opportunities help them influence school life, support younger pupils and grow in confidence. Pupils participate widely in clubs, sports, music and cultural experiences. Early years children explore the world through sensory learning and seasonal walks, while older pupils enjoy trips, performances and residentials. These opportunities help pupils develop confidence, discover new interests and prepare well for the future.

Next steps

- Leaders should continue to ensure that high-quality teaching approaches and expectations are used consistently across all year groups and subjects so that pupils achieve highly.
- Leaders should ensure that high-quality interactions in the early years consistently develop children's knowledge and vocabulary.

About this inspection

The chair of the board of governors in this school is Carol Byng.

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 school leaders, including the headteacher, the deputy headteacher, the special educational needs and disabilities coordinator and the inclusion coordinator. They also spoke with representatives of the local governing committee, including the chair of governors, the director of education from the Diocese of Birmingham and an independent consultant during the inspection.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher : Michele Wall

Lead inspector:
Su Plant, His Majesty's Inspector

Team inspectors:
Ian Beardmore, Ofsted Inspector
Nina Sangha, 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

185
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

210
Below 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)

16.22%
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

2.16%
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

11.35%
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	52%	61%	Below
2024/25 (final)	52%	62%	Below
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	40%	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	74%	74%	Close to average
2024/25 (final)	79%	75%	Close to average
2023/24 (final)	81%	74%	Close to average
2022/23 (final)	63%	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	71%	72%	Close to average
2024/25 (final)	69%	72%	Close to average
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	67%	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	68%	73%	Close to average
2024/25 (final)	76%	74%	Close to average
2023/24 (final)	71%	73%	Close to average
2022/23 (final)	57%	73%	Below

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	42%	46%	Close to average
2024/25 (final)	10%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	86%	46%	Above
2022/23 (final)	43%	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	75%	62%	Above
2024/25 (final)	70%	63%	Close to average
2023/24 (final)	100%	62%	Above
2022/23 (final)	57%	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	63%	59%	Close to average
2024/25 (final)	40%	59%	Below
2023/24 (final)	86%	58%	Above
2022/23 (final)	71%	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	63%	60%	Close to average
2024/25 (final)	50%	61%	Close to average
2023/24 (final)	86%	59%	Above
2022/23 (final)	57%	59%	Close to average

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	42%	68%	-26 pp
2024/25 (final)	10%	69%	-59 pp
2023/24 (final)	86%	67%	18 pp
2022/23 (final)	43%	66%	-23 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	75%	80%	-5 pp
2024/25 (final)	70%	81%	-11 pp
2023/24 (final)	100%	80%	20 pp
2022/23 (final)	57%	78%	-21 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	63%	78%	-15 pp
2024/25 (final)	40%	78%	-38 pp
2023/24 (final)	86%	78%	8 pp
2022/23 (final)	71%	77%	-6 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	63%	80%	-17 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	86%	79%	6 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	57%	79%	-22 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)	4.7%	5.2%	Close to average
2023/24 (3 term)	5.1%	5.5%	Close to average
2022/23 (3 term)	4.8%	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)	10.2%	13.0%	Close to average
2023/24 (3 term)	15.3%	14.6%	Close to average
2022/23 (3 term)	7.3%	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.

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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