

Causeway Green Primary School

Address: Penncricket Lane, B68 8LX

Unique reference number (URN): 103983

Inspection report: 6 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

Achievement

Expected standard 

Leaders have identified clear priorities and their actions are having a positive impact, for example on pupils' writing and mathematics outcomes. Staff build pupils' key knowledge and skills effectively, across most subjects, so that pupils know and remember more as they move through the school.

Pupils, including disadvantaged pupils, achieve close to national averages at the expected standard in reading, writing and mathematics by the end of key stage 2. These outcomes have varied over time, but pupils' work shows they are typically achieving in line with expectations for their age and are prepared well for their next steps. Pupils' outcomes in phonics are a strength. They have achieved above national averages over the last 3 years.

Pupils with special educational needs and/or disabilities typically achieve well from their starting points. Staff provide targeted support to help these pupils prepare successfully for their next stage of learning.

Attendance and behaviour

Expected standard 

Leaders have taken effective action to improve attendance. Attendance data is analysed closely to identify patterns and trends. Leaders use information to identify the causes of absence. They work closely with families and external agencies to provide support and reduce persistent absence. Pupils' overall attendance is close to national figures and improving over time. Leaders use incentives, such as certificates and celebration assemblies, to motivate pupils and reinforce positive habits.

Pupils behave well in lessons and around the school. They have positive attitudes to their learning. Leaders have established clear expectations and staff apply them consistently. This creates a calm and respectful environment where pupils feel safe. Incidents of poor behaviour are managed effectively. The school helps pupils to successfully resolve their differences and understand the consequences of any unkind behaviour. As a result, pupils feel valued and listened to. Bullying is not tolerated and leaders respond swiftly when concerns arise.

Staff make thoughtful adaptations for pupils with special educational needs and/or disabilities so that they can engage positively with routines. During social times, pupils interact respectfully and show consideration for others. Leaders monitor pupils' behaviour closely and take prompt action when needed.

Curriculum and teaching

Expected standard 

Leaders have created a broad and balanced curriculum that reflects the school's context. They understand the strengths and areas to improve about the curriculum. In most subjects, the curriculum is well sequenced and pupils build their knowledge step by step. Leaders are

continuing to refine the curriculum and take further action to ensure that teaching is of a consistently high quality.

Teaching generally secures the foundations that pupils need in reading, writing and mathematics for their later learning. Phonics is taught systematically and pupils who fall behind typically catch up and keep up quickly. Teachers extend pupils' vocabulary through purposeful talk and planned activities. Recent changes to the school's writing and mathematics curriculum are having a positive impact on pupils' progress.

Staff accurately identify pupils' next steps in their learning. For example, personalised targets are used effectively, where appropriate, to support pupils' progress.

Staff adapt lessons appropriately for disadvantaged pupils, those with special educational needs and/or disabilities and pupils known to children's social care. This helps pupils to access the same learning as their peers. Additional support and teaching sessions to help pupils with their learning are effectively implemented.

Teachers demonstrate secure subject knowledge and use their knowledge of what pupils know to help shape their teaching. Staff plan carefully to ensure that any gaps in pupils' knowledge are addressed.

Early years

Expected standard 

Leaders have designed a well sequenced early years curriculum that builds children's knowledge securely from the start of Nursery through to the end of Reception. Staff focus on children's personal, social and emotional development from the moment they start at the school. This focus helps children to develop confidence, self regulate and build positive relationships. Staff know the children well and use this knowledge to shape learning and provide timely support. Staff work with external agencies effectively when children need any additional support.

Staff prioritise the use of stories, songs and rhymes to help children rehearse and repeat language. They introduce new vocabulary in simple, meaningful ways. Staff develop children's vocabulary further through effective modelling and scaffolding. However, sometimes staff do not maximise opportunities for children to use their vocabulary as well as they could throughout the school day.

Reading is prioritised and children benefit from regular high-quality phonics sessions. The school works closely with parents and carers, for example so they can also support early reading at home. Leaders also have a focus on early writing, including through activities such as the use of scissors, tweezers and chopsticks that help to strengthen children's fine motor skills. The school's work is improving children's motivation and confidence to write. The outdoor environment provides suitably resourced spaces that promote physical development, language and exploration. Overall, children engage well and are prepared effectively for Year 1.

Inclusion

Expected standard 

Leaders have established a culture where inclusion is valued and visible in daily school life. Leaders quickly identify pupils' needs on entry to the school. This includes disadvantaged pupils, those with special educational needs and/or disabilities (SEND) and those known (or previously known) to social care. There are clear systems and processes in place to ensure that pupils get the right support at the right time.

Staff make appropriate adaptations to learning so that pupils can access the full curriculum. Adaptations are monitored and evaluated regularly to ensure that they remain effective. Staff carefully plan appropriate steps in lessons that support pupils with SEND in their learning. As a result, pupils' barriers to wellbeing and achievement reduce over time.

Funding for disadvantaged pupils is used appropriately and is having a positive impact on both their personal and academic outcomes. Support for children known to children's social care is well considered. Leaders work collaboratively with external agencies and parents. As a result, pupils feel a clear sense of belonging to the school.

Leaders closely monitor the progress of pupils who may face barriers to their learning and/or wellbeing. Leaders use their analysis of pupils' progress to inform their priorities for improvement. Leaders evaluate the impact of their work to support vulnerable pupils. As a result, pupils have meaningful experiences across school.

Leadership and governance

Expected standard 

Leaders have a clear understanding of the school's strengths and areas for development. They take appropriate action to improve its provision and outcomes, particularly for disadvantaged pupils, those with special educational needs and/or disabilities and pupils known to children's social care. The impact of leaders' actions can be seen across the school, for example in relation to improvements to the mathematics curriculum and pupils' higher attendance. Leaders and governors make decisions that put pupils' learning, safety and wellbeing first. Decisions are generally well judged and reflect the school's context and priorities.

Leaders ensure that the curriculum is ambitious and inclusive. They monitor the quality of teaching regularly and make sure that staff, including early career teachers, access a coherent professional learning programme that builds their expertise over time. Leaders are mindful of staff workload and wellbeing. They take reasonable steps to manage workloads, including through their work with external agencies to promote staff wellbeing across the school.

Leaders foster a culture of openness and trust. They ensure that policies are well understood and consistently applied. This helps pupils to feel safe and supported. Governors fulfil their roles, understand the school's context and hold leaders to account appropriately. They have effective oversight of the school's performance and contribute positively to its improvement.

Leaders have developed a coherent and well sequenced programme of personal development that extends beyond the taught curriculum. This programme makes a positive difference to all pupils and enables them to make sense of the world around them. For example, pupils reflect on their beliefs, respect others' values and engage thoughtfully with ethical issues. Pupils develop their social skills through collaborative learning and active participation in school life. They take on a range of leadership roles, including 'WOW ambassadors' and roles on the school council and eco-council. These roles help to promote responsibility and active citizenship.

A well-taught personal, social, health and economic education curriculum builds pupils' knowledge and helps them to develop respect for differences and the cultural diversity of modern Britain. The personal development programme includes age-appropriate relationships, sex and health education, which equips pupils with the knowledge to manage risks to their wellbeing, both online and offline. Pupils also understand how to stay physically and mentally healthy. Pupils become more confident, resilient and independent. They are well prepared for life beyond school.

Funding for disadvantaged pupils is used to promote their engagement in wider opportunities, including drama, sports, residentials and music tuition. In addition, regular 'jam club' sessions provide opportunities for pupils to showcase their talents. Personal development is an entitlement for every pupil. Leaders track the programme's impact and adapt it to meet pupils' needs. They take successful action to ensure that disadvantaged pupils can participate fully in the offer.

The school's pastoral support is responsive to any situation that happens during the school day. Pupils know how to access it and do so with confidence. Pupils learn to be reflective, behave with integrity and cooperate consistently well with others. Leaders and staff build effective partnerships with parents and carers through effective communication and regular parental workshops.

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

Pupils feel valued, included and supported at Causeway Green. They learn in a safe, nurturing environment where staff know them well and help them to grow in confidence. A comprehensive programme of visits enriches the curriculum, brings learning to life and creates memorable experiences. Pupils enjoy a rich curriculum and take part in exciting activities, including visits from the Royal Ballet and dance companies, 'jam club', residentials and a wide range of sports clubs. These experiences spark curiosity, build pupils' skills and help them to develop new interests and talents. Pupils with special educational needs and/or disabilities, disadvantaged pupils and those known to social care actively participate in all aspects of school life. They feel a deep sense of belonging and pride in their school community.

Pupils attend regularly because leaders promote attendance with consistency and care. Staff work closely with families to remove any barriers to learning and/or wellbeing and provide tailored support. They monitor attendance closely and act quickly when concerns arise, helping to ensure that pupils receive the encouragement and guidance they need to attend well.

Pupils typically achieve well and enjoy learning across the curriculum. They build up their knowledge as they move through the school. Disadvantaged pupils make secure progress because leaders prioritise reducing barriers to their learning and wellbeing. Pupils, including children in the early years, are generally well prepared for the next stage of education.

Pupils behave well across the school. They feel safe and trust adults to deal with any issues. Bullying is rare and staff address concerns quickly and effectively. Pupils show high levels of tolerance, understanding and inclusion, which helps create an environment where everyone can succeed.

Next steps

- Leaders should ensure that subject content is consistently taught well so that pupils build up detailed knowledge and skills, and produce high-quality work across the curriculum.
 - Leaders should ensure that staff maximise the opportunities to engage children in high-quality interactions throughout the day so that children can fully develop their understanding and use of communication and language.
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About this inspection

The chair of the board of governors in this school is Mrs Dawn Erkek.

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 the headteacher and other senior leaders, members of the governing body, the school business manager, school improvement adviser, special educational needs coordinator, staff, parents, carers and pupils.

The inspectors confirmed the following information about the school:

The school does not make any use of alternative provision.

Headteacher: Mrs Tracey Flanagan

Lead inspector:

Victoria Jordan, His Majesty's Inspector

Team inspectors:

Karen O'Keefe, Ofsted Inspector

Lorraine Lord, Ofsted Inspector

Donna OToole, 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 January 2026

School and pupil context

Total pupils

430

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

460

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)

29.92%

Close to 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

3.26%

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

18.14%

Above average

What does this mean?

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

National average: 15%

Location deprivation

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	59%	61%	Close to average
2024/25	58%	62%	Close to average
2023/24	57%	61%	Close to average
2022/23	63%	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	78%	74%	Close to average
2024/25	78%	75%	Close to average
2023/24	75%	74%	Close to average
2022/23	80%	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	66%	72%	Close to average
2024/25	71%	72%	Close to average
2023/24	61%	72%	Below
2022/23	68%	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	70%	73%	Close to average
2024/25	69%	74%	Close to average
2023/24	72%	73%	Close to average
2022/23	69%	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	45%	46%	Close to average
2024/25	35%	47%	Below
2023/24	46%	46%	Close to average
2022/23	52%	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	68%	62%	Close to average
2024/25	65%	63%	Close to average
2023/24	69%	62%	Close to average
2022/23	68%	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	52%	59%	Close to average
2024/25	50%	59%	Close to average
2023/24	50%	58%	Close to average
2022/23	56%	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	55%	61%	Close to average
2023/24	62%	59%	Close to average
2022/23	56%	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	45%	68%	-23 pp
2024/25	35%	69%	-34 pp
2023/24	46%	67%	-21 pp
2022/23	52%	66%	-14 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	68%	80%	-12 pp
2024/25	65%	81%	-16 pp
2023/24	69%	80%	-10 pp
2022/23	68%	78%	-10 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	52%	78%	-26 pp
2024/25	50%	78%	-28 pp
2023/24	50%	78%	-28 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	56%	77%	-21 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	55%	81%	-26 pp
2023/24	62%	79%	-18 pp
2022/23	56%	79%	-23 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 terms)	4.7%	5.2%	Close to average
2023/24	5.0%	5.5%	Close to average
2022/23	5.8%	5.9%	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
2024/25 (2 terms)	12.4%	13.3%	Close to average
2023/24	14.2%	14.6%	Close to average
2022/23	17.9%	16.2%	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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