

Nansen Primary School

Address: Naseby Road, Birmingham, West Midlands, B8 3HG

Unique reference number (URN): 138799

Inspection report: 12 May 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.

Strong standard ●

Personal development and wellbeing

Strong standard ●

Leaders ensure that the personal development programme is carefully designed to meet pupils' needs. They consider what limited opportunities pupils might have had and plan for them to happen. For example, pupils in this inner-city school have limited access to green areas, so leaders offer outdoor learning trips and take pupils to the seaside. Pupils attend the theatre and visit art galleries. These broaden pupils' experiences and cultural understanding. Leaders review this programme regularly and respond to pupils' changing needs or any emerging local risks that pupils should be taught about. Leaders ensure all pupils access rich opportunities, such as playing a musical instrument or sports, for example cricket and football. If pupils experience barriers to joining in, leaders help them. For example, leaders offer lunchtime clubs to support those who cannot attend after school. As a result, the personal development offer is a genuine entitlement for all, including those who access the specially resourced provision for pupils with special educational needs and/or disabilities, who integrate well with the wider school community.

Pupils develop their knowledge of fundamental British values, such as democracy and the rule of law. They know why it is important for everyone to have a say. They treat each other with respect. Pupils are friendly and courteous and welcome everyone to their school. They interact well with one another and with adults. This results in a positive, accepting environment. Leaders teach pupils to keep themselves safe in their local area. Staff deliver an extensive curriculum so pupils know how to protect themselves online. Pupils demonstrate impressive knowledge about staying healthy and being a good friend. All this prepares them well for life beyond the school.

Leaders support pupils to maintain positive wellbeing. For example, they commission twice-yearly surveys to understand how pupils are feeling. They use this proactively to ensure pupils receive timely support if they need it.

Expected standard ●

Achievement

Expected standard ●

Leaders monitor pupils' progress closely. When gaps in pupils' knowledge are identified, they intervene swiftly. As a result, pupils quickly secure important handwriting, spelling, reading and number knowledge. This starts in the early years and continues as pupils move through the school. Leaders ensure presentation is prioritised. As a result, pupils often produce beautiful work.

Over time, pupils, including those who may be disadvantaged, have achieved well in national examinations in reading, writing and mathematics at the end of key stage 2. Although pupils progress well from their starting points, not many reach the higher standard in these subjects. Pupils develop appropriate knowledge across the wider curriculum, such as in history, science and design and technology. They develop a broad vocabulary. Those with special educational needs and/or disabilities (SEND) typically progress well from their

starting points, including those in the specially resourced provision for SEND pupils. By the time they leave school, pupils are ready for the next stage of education.

Attendance and behaviour

Expected standard 

Leaders implement effective systems to support pupils with barriers to positive attendance. Leaders engage well with parents and carers to understand individual challenges. Pupils are rewarded for attending regularly. As a result, rates of attendance are improving and are now close to the national average. Leaders analyse persistent absence. They identify trends and reasons for pupils' absences. Leaders use this to provide appropriate support. Although this is leading to fewer pupils regularly missing school, some pupils, including those with special educational needs and/or disabilities, are still persistently absent.

Pupils behave very well. They work hard, and disruption of any kind is rare. Staff implement behaviour systems effectively and pupils understand the rules. This helps to create a consistently positive environment. Leaders act swiftly if pupils struggle to make the right choices. They help pupils to overcome any barriers they face. As a result, behaviour is calm, orderly and conducive to learning. Leaders address bullying or any kind of discrimination decisively. They teach pupils to treat one another with respect. This leads to an environment where pupils feel safe and secure.

Curriculum and teaching

Expected standard 

Leaders have created a broad and ambitious curriculum that meets pupils' needs. Typically, it is designed carefully so that pupils develop their knowledge step-by-step over time. Leaders accurately evaluate the quality of the curriculum and teaching. They make refinements where needed. As a result, the curriculum is continually improving.

Effective teaching ensures that pupils secure their knowledge in the foundations of writing, reading and mathematics. Phonics is taught well, which means pupils learn to read quickly. Pupils who fall behind are identified swiftly and supported effectively to catch up. Teachers develop pupils' speaking skills successfully. For example, they provide regular opportunities for pupils to practise and apply the ambitious vocabulary they are taught.

Teachers typically use their secure subject knowledge well. They check pupils' understanding and adapt learning if it is necessary. Generally, staff provide appropriate support so that pupils with special educational needs and/or disabilities can access the curriculum alongside their peers. They reduce the barriers that disadvantaged pupils face. For example, teachers provide pupils with visual prompts to support their understanding and physical resources to help pupils secure their learning in mathematics.

Early years

Expected standard 

Leaders ensure that children start school well. Staff understand children's needs and starting points. This means they settle quickly. Staff care for the children. This results in positive relationships and happy children.

The curriculum is well structured and is carefully designed each year to meet children's needs. Children are interested and engaged in their learning and play. They enjoy the activities that staff design, such as creating enclosures for animals using different materials. Children work together cooperatively. Staff help children to make progress across all areas of their learning. Songs, rhymes and books are prominent across the provision. Staff extend children's language through high-quality interactions. They encourage children to join in. Staff teach phonics well, so children learn to read quickly. Staff provide opportunities for children to practise number facts, such as by using dominoes or counters. Generally, children build appropriate writing knowledge over time. Leaders design an effective transition into Year 1. All this ensures that children are ready for the next stage of their learning.

Leaders check the quality of provision regularly and provide training to develop staff expertise. As a result, staff across the early years work well together to help children achieve, belong and thrive.

Inclusion

Expected standard 

Leaders identify pupils' needs quickly and accurately. This starts on entry to school. As a result, additional support for the youngest children is timely. Some older pupils with special educational needs and/or disabilities (SEND) have not previously accessed support early enough. This has resulted in missed opportunities to shape some pupils' targets alongside professionals. Leaders have recently improved their systems to ensure greater consistency in pupils accessing the right support at the right time. This enables them to make progress and integrate well into school life. Leaders check regularly how pupils are progressing and adjust targets as needed. This ensures pupils are increasingly accessing the right level of support as their needs change.

Leaders ensure pupils who attend the specially resourced provision for pupils with SEND access a curriculum that is well matched to their individual needs. Staff have the expertise to support these pupils well.

Leaders spend additional funding for disadvantaged pupils strategically. Disadvantaged pupils perform well in national tests and feel a valued part of the school family. Those known or previously known to social care access effective wider support to remove barriers to wellbeing.

Leadership and governance

Expected standard 

Leaders refer to the school as an 'oasis'. It is a place of calm and stability in the busy city. The school environment is attractive and inviting. Leaders consider what pupils need to be successful and they work hard to provide it. For example, they ensure pupils benefit from an effective personal development programme that is tailored to their needs and the local context. This results in a secure sense of belonging. Leaders accurately evaluate the school's strengths and areas for development. As a result, they prioritise the right areas for improvement and take timely action. For example, leaders' actions have ensured improvements in attendance and inclusion. Leaders are aware that there is further work to do to embed these improvements.

Everything leaders do is in pupils' best interests. Leaders place disadvantaged and vulnerable pupils at the heart of their work. Those who may experience barriers to learning or wellbeing access effective support so that they achieve and belong.

Parents and carers praise the school. Close partnerships with the community are a feature of leaders' work. Governors and trustees support the school with passion and drive. They fulfil their statutory duties effectively. They provide appropriate levels of support and challenge. Staff value that leaders support them with their workload and wellbeing. Leaders ensure that staff continue to develop their expertise. For example, the professional learning programme focuses on the school's development priorities. Staff benefit from accessing professional networks and training across the multi-academy trust.

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

Pupils are happy and proud to be part of Nansen Primary School. They know that staff care for them. As pupils walk through the door, staff welcome them enthusiastically. Pupils feel safe and part of the school family. Their relationships with adults and each other are warm and positive. At all times, pupils show respect, tolerance and courtesy. This creates a culture of kindness and inclusivity.

Pupils work hard and try their best. They like their lessons and enjoy sharing their learning. Their handwriting is consistently high quality. In national tests, pupils, including disadvantaged pupils, achieve well. They develop knowledge across the wider curriculum. Pupils with special educational needs and/or disabilities (SEND) generally access work that helps them to make clear progress from their starting points. Throughout the school, pupils speak with confidence and clarity using the language and communication skills they have been taught. By the time they leave, they have the subject knowledge and wider skills they need to succeed in the next stage of their education.

Across the school day, pupils behave extremely well. They consistently make positive choices. From the early years to Year 6, pupils play and interact happily together. Bullying is rare and leaders always deal with incidents quickly and effectively. Pupils know how to manage risks online and outside of school.

Pupils' attendance is increasing. Although more pupils now attend more often, some pupils with SEND still miss too much school. Pupils want to come to school because there is so much on offer. They participate in clubs, trips and leadership roles such as play leaders. Everyone can take part. Pupils learn about different faiths, beliefs and cultures. This ensures they are well prepared for life in modern Britain.

Next steps

- Leaders should continue and further develop their work to improve attendance and reduce persistent absence.

- Leaders should continue to embed improvements to the graduated approach for pupils with special educational needs and/or disabilities, to ensure they receive the right support at the right time so their experiences of school are consistent and enhanced.
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About this inspection

This school is part of Leigh Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rehana Yasmeen, and overseen by a board of trustees, chaired by Anita Ward.

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, including the headteacher, deputy headteacher, assistant headteacher, the special educational needs and disabilities coordinator, the early years leader and other leaders. They also spoke with representatives of the local governing body and the board of trustees.

Inspectors confirmed the following information about the school:

The school includes a specially resourced provision for pupils with autistic spectrum disorder. There are currently 7 pupils in this provision. There is a plan for termly growth up to a capacity of 30 pupils.

The school currently uses no alternative provision.

Since the previous inspection, the school has opened a specially resourced provision for pupils with special educational needs and/or disabilities. This was opened in September 2025.

Headteacher: Mrs Nanaki Bajwa

Lead inspector:

Matthew Seex, His Majesty's Inspector

Team inspectors:

Edward Masterson, Ofsted Inspector

Debbie Newman, Ofsted Inspector

Gary Richards, 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 12 May 2026

School and pupil context

Total pupils

606

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: 272

School capacity

920

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)

55.44%

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

1.32%

Below 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

18.48%

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)

Resourced provision and SEN unit

What does this mean?

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

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (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	68%	61%	Above
2024/25 (final)	61%	62%	Close to average
2023/24 (final)	76%	61%	Above
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	77%	74%	Close to average
2024/25 (final)	79%	75%	Close to average
2023/24 (final)	77%	74%	Close to average
2022/23 (final)	74%	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	75%	72%	Close to average
2024/25 (final)	74%	72%	Close to average
2023/24 (final)	79%	72%	Above
2022/23 (final)	71%	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	78%	73%	Close to average
2024/25 (final)	68%	74%	Close to average
2023/24 (final)	83%	73%	Above
2022/23 (final)	83%	73%	Above

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	67%	46%	Above
2024/25 (final)	60%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	76%	46%	Above
2022/23 (final)	69%	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	77%	62%	Above
2024/25 (final)	76%	63%	Above
2023/24 (final)	78%	62%	Above
2022/23 (final)	76%	60%	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	75%	59%	Above
2024/25 (final)	75%	59%	Above
2023/24 (final)	78%	58%	Above
2022/23 (final)	72%	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	76%	60%	Above
2024/25 (final)	64%	61%	Close to average
2023/24 (final)	81%	59%	Above
2022/23 (final)	85%	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	67%	68%	0 pp
2024/25 (final)	60%	69%	-10 pp
2023/24 (final)	76%	67%	9 pp
2022/23 (final)	69%	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	77%	80%	-3 pp
2024/25 (final)	76%	81%	-5 pp
2023/24 (final)	78%	80%	-2 pp
2022/23 (final)	76%	78%	-2 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	75%	78%	-3 pp
2024/25 (final)	75%	78%	-3 pp
2023/24 (final)	78%	78%	0 pp
2022/23 (final)	72%	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	76%	80%	-4 pp
2024/25 (final)	64%	81%	-16 pp
2023/24 (final)	81%	79%	1 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	85%	79%	6 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)	7.2%	5.2%	Above
2023/24 (3 term)	7.8%	5.5%	Above
2022/23 (3 term)	8.0%	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 (3 term)	20.6%	13.0%	Above
2023/24 (3 term)	24.2%	14.6%	Above
2022/23 (3 term)	27.8%	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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