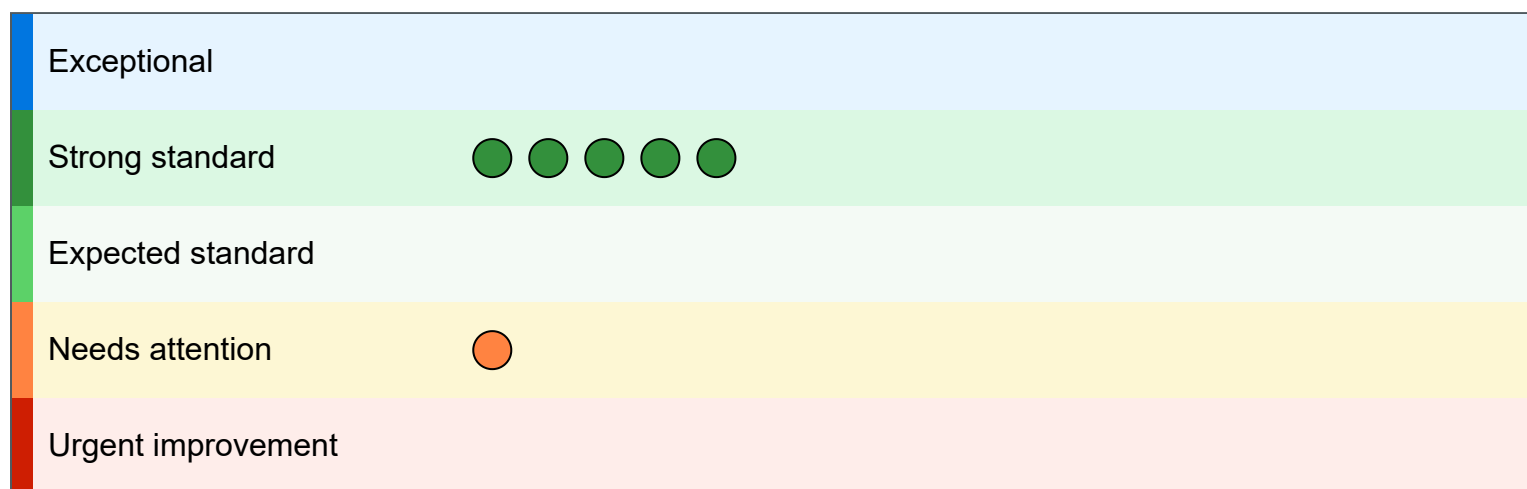


New Invention Learning Academy

Address: Cannock Road, New Invention, Willenhall, West Midlands, WV12 5SA

Unique reference number (URN): 151019

Inspection report: 24 February 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 ●

Achievement

Strong standard ●

Pupils, including those with special educational needs and/or disabilities, achieve well across the curriculum. Work in pupils' books shows that they develop the detailed knowledge needed for the next steps in their learning. Older pupils, for instance, draw confidently on what they already know about fractions to tackle more complex mathematical concepts successfully.

Leaders' focus on helping all pupils to secure basic writing skills is having a positive impact. Those who need extra help with writing benefit from effective support. This is helping them to spell and use punctuation and grammar with accuracy, as well as to present their work neatly.

Published outcomes for Year 6 pupils are well above national figures in reading, writing and mathematics. Last year, almost half of all pupils reached the higher standard in reading and mathematics. Disadvantaged pupils outperform non-disadvantaged pupils nationally. Pupils leave the school well prepared for the next stage of their education.

Attendance and behaviour

Strong standard ●

Pupils enjoy coming to school. Their attendance levels are significantly above national figures, including for disadvantaged pupils and those with special educational needs and/or disabilities. Leaders and staff place a strong emphasis on the importance of consistently high attendance. Their systems for checking absences are robust. Weekly checks and close oversight by the pastoral team ensure that any concerns are identified promptly. Staff know the families well and use this knowledge to respond to any issues with sensitivity. Leaders work effectively with parents and carers and external agencies to remove any barriers so that pupils attend regularly.

Pupils are polite, respectful and kind. Leaders have created a calm, orderly and respectful environment where routines are clear and well understood. In lessons, pupils show positive attitudes to learning. They listen carefully to adults and each other. Around school, pupils walk sensibly. Social times are relaxed and friendly. In the playground 'bumble bee arena' for example, pupils play games cooperatively. Leaders respond to the rare incidents of bullying or unkind behaviour quickly. Pupils handle minor disagreements with maturity. Staff use their understanding of pupils to support those who sometimes need help to manage their behaviour. These pupils learn useful strategies to manage their emotions.

Curriculum and teaching

Strong standard ●

Leaders have created an ambitious and carefully sequenced curriculum that enables pupils to build knowledge step by step across subjects. This helps teachers to pinpoint exactly what pupils need to learn. In physical education, for example, pupils develop their spatial awareness as they practise blocking and passing skills during invasion games.

Leaders have an accurate view of the quality of the curriculum and teaching. They work alongside staff and provide suitable training so that staff deliver the curriculum effectively. Teachers give clear instructions and ask pertinent questions. These help pupils explain their thinking and link new ideas with what they already know. Gaps in learning are addressed quickly. This is because teachers check pupils' learning during lessons and give prompt and helpful advice. Pupils with special educational needs and/or disabilities benefit from appropriate adaptations that help them build knowledge securely from their different starting points.

Pupils who need extra help with reading receive targeted phonics and reading support. Teachers use a range of strategies successfully to help pupils become confident and fluent readers. In mathematics, regular opportunities to apply learning in different contexts help deepen pupils' understanding of key concepts. Creative use of technology enables pupils to explore richer word choices and broaden their vocabulary.

Inclusion

Strong standard ●

Inclusion is at the heart of the school's work. Pupils' voices are valued. Through the school's 'Every Story Matters' project, each pupil creates a miniature book that captures their interests. This supports staff in building strong relationships and understanding pupils' unique stories.

The identification of pupils' needs and provision of tailored support is a shared responsibility. Leaders work well with families and external professionals to understand pupils' needs quickly, including those who have special educational needs and/or disabilities, are disadvantaged or known to social care. A detailed understanding about pupils helps leaders to ensure that support is well matched to their learning and development needs. Leaders track pupils' learning carefully. They seek pupils' views and visit lessons to check progress towards individual targets. If leaders find that pupils could be doing even better, changes to support are made promptly. This helps pupils to gain the necessary skills and knowledge across the curriculum.

Teachers and support staff skilfully encourage pupils to use practical resources, technology and personalised visual aids to overcome barriers to learning. Staff training in areas such as digital technology and autism helps to strengthen their day-to-day practice.

Additional funding for disadvantaged pupils is used with clear purpose. As a result, outcomes for these pupils are positive and their attendance high.

Leadership and governance

Strong standard ●

Leaders and staff, including trust leaders, have high expectations of pupils. They ensure that decisions are made in the best interests of pupils. Regular checks on aspects of the school's work, such as pupils' achievement and absence rates, give leaders a clear view of the curriculum, teaching and attendance. Actions leaders have taken in these areas have contributed to positive outcomes and high numbers of pupils in school regularly. Leaders and the trust are acting swiftly to strengthen the school's personal development programme.

Leaders value professional learning. They provide effective support for teachers at all stages of their careers. Training events and strengthened collaboration across the trust help staff continue to develop their expertise. Staff appreciate the caring culture and the regular check-ins from leaders. They value the consideration given to workload. This supports high morale and enables teachers to focus on providing the best possible education for pupils.

Governance is effective. Those responsible for it carry out their duties well. They offer appropriate challenge and support to leaders, for example keeping a close eye on how well leaders' work is improving outcomes for different groups of pupils. The trust provides an additional layer of scrutiny, which strengthens governors' and trustees' understanding of the school's performance. Leaders and those in governance share an accurate view of the school's work. Information presented to those in governance is becoming increasingly coherent as systems develop, helping governors and trustees to probe leaders' decisions and impact more confidently. The trust is taking appropriate steps to enhance this further.

Needs attention

Personal development and wellbeing

Needs attention 

The personal development programme is not coherently planned. This makes it difficult for leaders to identify which aspects are working well and which could be even better. Variation in how and when important programme content is taught means that some pupils do not develop secure knowledge. This said, values such as fairness are evident in daily school life.

Information about who takes part in clubs and enrichment activities is collected but leaders do not use it to shape what is offered. The range of clubs leans towards sport, limiting opportunities for some pupils to explore their creative interests. Even so, pupils enjoy a mix of experiences that help them develop their resilience and curiosity.

Pupils are considerate and get on well with each other. They listen, take turns and work cooperatively, whether discussing ideas in class or playing team games outside. Assemblies and class discussions help them to reflect on their own actions and understand right and wrong. Pupils discuss different cultures, beliefs and communities respectfully. Year 6 pupils have the option of visiting Paris, where they can learn about French art and culture.

Learning about healthy friendships, growing up and staying safe is taught in an age-appropriate way. These important messages are revisited through themed days and assemblies. Pupils know who to talk to if something worries them, including how to raise concerns about online behaviour.

Pastoral support is high quality. Staff notice changes in pupils quickly. Individual help, such as sessions for anxiety or bereavement, makes a positive difference. Disadvantaged pupils and pupils with additional needs take part in the same opportunities as their peers. Pupils are proud to take on roles such as school councillors and eco-monitors. These help to build pupils' confidence and sense of responsibility.

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

Pupils like coming to school and feel part of a caring and welcoming community. Familiar routines at the start of the day help pupils feel settled, safe and ready to learn.

Pupils work hard and enjoy their learning. Staff successfully help pupils to remember key concepts and build on what they already know across subjects. Practical tools and thoughtful adjustments help pupils with additional needs and those who are disadvantaged overcome barriers to their learning and achieve well. Pupils leave Year 6 well set for secondary school.

Relationships and conversations between staff and pupils are encouraging and reassuring. Pupils are comfortable chatting with staff and with their peers. They enjoy talking about their learning and interests. Bullying and unkind behaviour are uncommon. They are dealt with quickly should they occur. Attendance is consistently high over time, including for pupils who previously struggled to attend.

Pupils show care for one another and value the differences between them. They access a suitable range of personal development experiences, though these are not yet mapped into a coherent, sequential journey. Younger pupils are still learning to explain ideas linked to fundamental British values, such as democracy and the rule of law, with confidence. While the club offer is mainly sports-focused, pupils benefit from a range of memorable experiences that capture their interest. These include visits to an exotic zoo, university settings and historical sites.

Contribution to the community is an important part of school life. Collecting for the local food bank and supporting national charities help pupils understand how they can help others. Pupils learn to look after the natural world by planting trees and tending the school's growing orchard. Experiences such as these help pupils understand how small actions can support local wildlife and protect the environment.

Next steps

- Leaders should create a more coherent personal development programme, including effective teaching of key ideas, so that pupils develop secure knowledge. They should use their information on pupils' participation to broaden the opportunities for pupils to develop their talents and interests.
- Leaders, alongside the trust, should continue developing coherent reporting systems so governors and trustees have increasingly clear information to support their work.

About this inspection

The school is part of the Primary Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer

(CEO), Jaz Paul, and overseen by a board of trustees, chaired by Connie Beirne.

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, deputy headteacher, assistant headteacher and other leaders during the inspection. The lead inspector met with the CEO and the central team manager. She also met with representatives from the governing body and the board of trustees.

The inspectors confirmed the following information about the school:

The school does not use alternative provision.

Headteacher: Alan Pearson

Lead inspector:

Usha Devi, His Majesty's Inspector

Team inspectors:

David Lisowski, Ofsted Inspector

Adam Montague-Clewes, 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 24 February 2026

School and pupil context

Total pupils

365

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

360

Close to 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)

22.19%

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

3.29%

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

8.77%

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		61%	
2024/25 (revised)	79%	62%	Above
2023/24		61%	
2022/23		60%	

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%	
2024/25 (revised)	85%	75%	Above
2023/24		74%	
2022/23		73%	

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		72%	
2024/25 (revised)	87%	72%	Above
2023/24		72%	
2022/23		71%	

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		73%	
2024/25 (revised)	90%	74%	Above
2023/24		73%	
2022/23		73%	

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		46%	
2024/25 (revised)	83%	47%	Above
2023/24		46%	
2022/23		44%	

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		62%	
2024/25 (revised)	87%	63%	Above
2023/24		62%	
2022/23		60%	

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		59%	
2024/25 (revised)	91%	59%	Above
2023/24		58%	
2022/23		58%	

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		60%	
2024/25 (revised)	87%	61%	Above
2023/24		59%	
2022/23		59%	

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		68%	
2024/25 (revised)	83%	69%	13 pp
2023/24		67%	
2022/23		66%	

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		80%	
2024/25 (revised)	87%	81%	6 pp
2023/24		80%	
2022/23		78%	

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		78%	
2024/25 (revised)	91%	78%	13 pp
2023/24		78%	

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		77%	

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		80%	
2024/25 (revised)	87%	81%	6 pp
2023/24		79%	
2022/23		79%	

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 term)	2.8%	5.2%	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 (2 term)	3.5%	13.3%	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.

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