0121 779 8080
Woodlands Way, B37 6RN
www.windy-arbor.solihull.sch.uk
Head Teacher – Mrs J Curry

Windy Arbor Primary School

Subject: Our Recent Ofsted Inspection and Published Report **01.06.26**

Dear Parent/Carer,

I am writing to share the outcome of our recent Ofsted inspection and to inform you that the full report is now available.

We were delighted to welcome inspectors to our school on 24th and 25th March. The inspection provided an opportunity for us to showcase the wonderful work that takes place every day and to reflect on our ongoing journey of improvement. We were actually sad to see the inspectors leave! We had so much to share with them and they loved meeting all of the children!

'From the moment the gates open, Windy Arbor is a hub of activity. Pupils enter happily and settle quickly. Staff ensure that pupils receive the help they need with both their work and their wellbeing.'

I am pleased to share that the inspection recognised many strengths of the school, including:

- Pupils demonstrate extensive knowledge and mature attitudes about a range of topics within the personal development programme. They show empathy, compassion and understanding towards others.
- Pupils typically achieve well. In the Year 1 phonics check and the Year 4 multiplication check, pupils achieve in line with national averages. This means they generally secure important reading and mathematical knowledge at the appropriate stage.
- Leaders act tirelessly to ensure pupils receive the teaching they need to secure important reading, writing and mathematical knowledge.

And my most favourite phrase within the report…*'There is a tangible family feel. Pupils treat one another with respect, regardless of background, differences or challenges.'* The children are family to me, I often will refer to them as 'my' children, please know that I will always have their best interests at heart!

The report highlights the dedication of our staff, the positive attitudes of our pupils, and the strong support we receive from our families and community. So, a huge thank you to you!

As with all inspections, Ofsted has also identified some areas for further development. We welcome this feedback and are already working on:

- Improving attendance, in particular those children who are persistently absent.
- Developing the children's handwriting and transcription skills and finally,
- Developing staff's expertise so that interactions in the Early years further deepen the children's language and understanding.

We are fully committed to continuous improvement and ensuring the very best outcomes for all children in our school! This is my passion and will strive to the best we can be!

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The full Ofsted report can be accessed here:
Windy Arbor Primary School - Open - Find an Inspection Report - Ofsted

Alternatively, you can find it on the Ofsted website by searching for our school name.

I would like to take this opportunity to thank you for your continued support. Your feedback, encouragement, and partnership play a vital role in our success.

Yours sincerely,
Joanna Curry

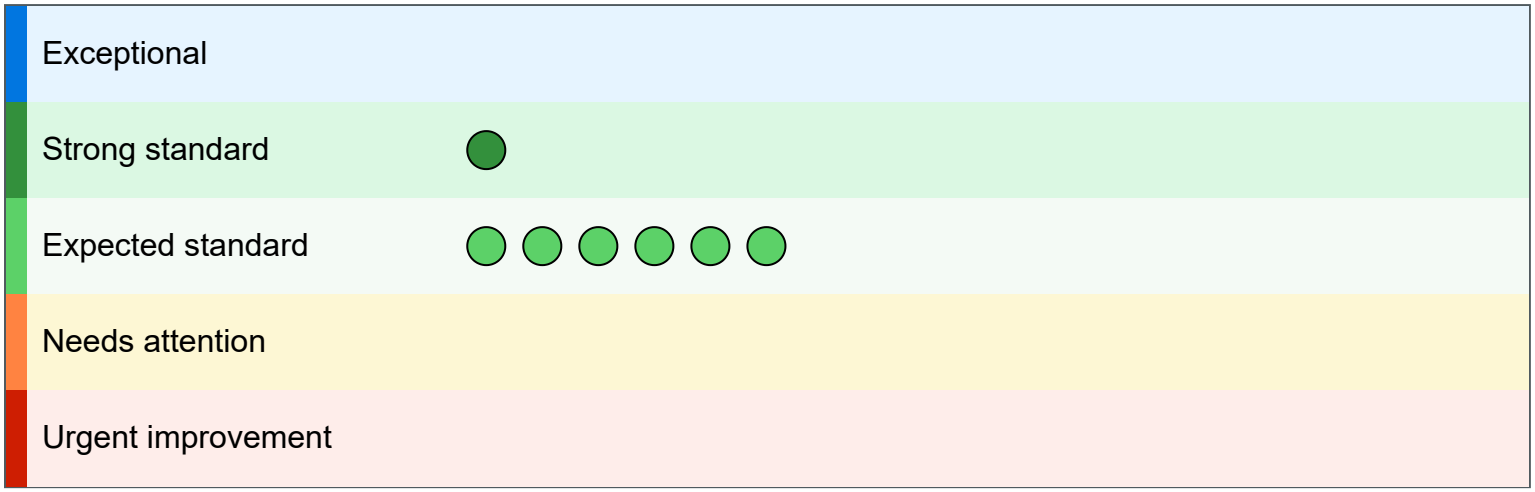
Head Teacher

Windy Arbor Primary School

Address: Woodlands Way, Chelmsley Wood, Birmingham, West Midlands, B37 6RN

Unique reference number (URN): 149491

Inspection report: 24 March 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

Personal development and wellbeing

Strong standard

Leaders have designed a personal development programme that is highly tailored to the context, interests and aspirations of their pupils. They provide pupils with the knowledge they need to lead healthy, safe and positive lives. Leaders supplement this with relevant trips, experiences and workshops. There are opportunities to contribute positively to the community, such as litter picking with the local councillor and work experience in the local area. As a result, pupils are extremely well prepared for life in modern Britain.

Pupils demonstrate extensive knowledge and mature attitudes about a range of topics within the personal development programme. They show empathy, compassion and understanding towards others. Pupils embrace diversity and reflect the inclusive culture that leaders have developed at the school. They live out fundamental British values by understanding that everyone should have a say, showing tolerance and appreciating the rule of law. Leaders have weaved diversity and equality into the school's curriculum. This helps foster a culture of respect and understanding. Pupils know how to stay safe, both in the real and online world. They help others to stay safe through pupil leadership roles, such as 'safety officer'.

Leaders offer free clubs and interesting experiences, such as trips to London, a virtual reality experience and a takeover day. They have designed their programme in a highly motivational way, which culminates in a graduation with other trust schools. Pupils need to participate in a set number of opportunities to qualify. Leaders track participation rigorously and work hard to ensure the programme is a genuine entitlement for all. As a result, disadvantaged pupils, those known to social care and pupils with special educational needs and/or disabilities benefit substantially. Pupils' participation in these opportunities is high.

There is a responsive and highly effective pastoral support programme in place. Learning mentors have the expertise to help pupils when they need it. As a result, pupils access timely and effective wellbeing support.

Expected standard

Achievement

Expected standard

Pupils typically achieve well. In the Year 1 phonics check and the Year 4 multiplication check, pupils achieve in line with national averages. This means they generally secure important reading and mathematical knowledge at the appropriate stage. By the end of key stage 2, pupils achieve broadly in line with national averages in reading, writing and mathematics. Disadvantaged pupils achieve equally well, performing above their peers nationally in reading, writing and mathematics.

Across the wider curriculum, pupils secure appropriate knowledge about a range of topics. They produce some high-quality work. Generally, pupils develop fluency and accuracy in handwriting and spelling at an age-appropriate level. There is, however, some variability in handwriting in some year groups and in some subjects, but leaders are taking effective

action to address it. Despite this variability, pupils develop the knowledge, understanding and skills they need to be well prepared for the next stage of their education.

Attendance and behaviour

Expected standard

Leaders have taken effective action to address attendance. Although it is still below national levels overall, it is improving year on year. This is because leaders have implemented effective systems to reduce the barriers that pupils and their families face. For example, leaders pick pupils up on the school minibus and help families access the right support. Disadvantaged pupils and pupils with special educational needs and/or disabilities now attend in line with their peers nationally. While persistent absence remains high for all pupils, including vulnerable pupils, leaders are doing the right things. As a result, persistent absence is reducing.

Pupils across the school behave well. They work hard in a calm and orderly environment, which is conducive to learning. There is a culture of respect for all. Discrimination or bullying of any kind is rare and always dealt with thoroughly. It is never tolerated. Staff implement the positive behaviour approach effectively and with genuine care for pupils. For those who need extra help with their behaviour, leaders have designed well-thought-out adaptations to help them to manage their emotions, such as feelings cards, calming tools and safe spaces. This empowers these pupils to make positive choices.

Curriculum and teaching

Expected standard

Leaders have designed a curriculum that provides a clear progression of knowledge and skills across subjects. They ensure that pupils access the content they need to prepare them for the next stage. Leaders evaluate the quality of the curriculum and teaching accurately. They support teachers to develop their expertise. This means staff have the knowledge they need to implement the curriculum effectively. In most subjects, including history, geography and science, the curriculum sequencing enables pupils to progress well.

Leaders act tirelessly to ensure pupils receive the teaching they need to secure important reading, writing and mathematical knowledge. Phonics is taught effectively. Staff support pupils well in the classroom, and leaders provide extra intervention as needed. This ensures that pupils access the support they need to secure key knowledge. Staff make effective use of strategies, such as 'sentence stems' and 'talk partners', which enables pupils to develop their spoken language and vocabulary. However, on occasion, some learning activities do not provide pupils with the opportunity to develop their written responses as much as they should. This hampers the progress that pupils make with their writing.

Staff understand pupils' needs and typically adapt the curriculum well. This is enabling pupils, regardless of barriers, to access learning appropriate to their stage.

Early years

Expected standard

Leaders ensure that children benefit from a positive start to school life. Younger children quickly settle into Nursery Year. Staff foster warm relationships with children and ensure they are well looked after. This results in happy and safe children. Leaders have designed a

curriculum that helps children access appropriate content across the early years foundation stage. Staff design activities with clear outcomes to help children learn important knowledge. As a result, children typically progress well across the early years curriculum.

The early years provision is language rich. There are opportunities for children to engage in rhymes, songs and high-quality interactions with adults. This helps children to develop language and vocabulary. However, at times, some interactions that staff have do not deepen children's understanding and language as well as they should. This means there are occasional missed opportunities for language and vocabulary development.

Leaders prioritise reading. Staff teach phonics effectively. Children typically secure important writing and mathematical knowledge. For those with gaps at the end of early years, leaders make sure they are well supported when they move into Year 1. This ensures they have a positive start to the next stage.

Leaders and staff work closely with parents and carers. Even before children start school, leaders work with parents to understand barriers to learning and/or wellbeing. This helps to ensure the right support is in place at the earliest stage.

Inclusion

Expected standard

Leaders have established a highly inclusive culture. They are adamant that every pupil will succeed. Across the school, there are effective systems to identify different needs. The school has recently worked to raise awareness around different barriers. This has resulted in a significant increase in the number of known young carers. Effective identification enables leaders to support pupils with barriers from an early stage.

Leaders design appropriate plans to reduce pupils’ barriers to learning and/or wellbeing. They work closely with parents, carers and professionals, including those from the virtual school. Leaders continually tailor plans to meet pupils' needs and to adjust support. Staff implement this support effectively. They make appropriate adaptations to learning, through the use of ear defenders, workstations and emotional regulation tools, which enable pupils to access the same curriculum as their peers.

Leaders make effective use of a range of strategies, such as screening tools and regular observations, to check what impact support is having on pupils. This helps ensure that pupils make continual progress against their targets. The specially resourced provision for pupils with autism spectrum disorder supports pupils to flourish. Their key adults help them to integrate well with their peers in mainstream classrooms.

Leaders allocate funding for disadvantaged pupils well. As a result, these pupils' achievement in reading, writing and mathematics has improved year on year.

Leadership and governance

Expected standard

Leaders’ evaluation of the school is highly accurate. They have taken swift action to address areas for improvement, and the impact of this is evident. For example, pupils' attendance is increasing, persistent absence is reducing and pupil outcomes across key stage 2 are improving. Vulnerable pupils particularly benefit from this work.

All leaders, including those responsible for governance, make decisions in the best interests of pupils. Leaders act with integrity and work to ensure all pupils, especially those who are vulnerable, can access the full school offer. They have created a culture of warmth, care and high expectations that supports pupils to be the best they can be.

Trustees and the local advisory board support leaders effectively. Trustees know the school well and commission effective support for the school. They have high expectations and ensure the school has the resources they need to meet these. The trust has been an important part of the school's improvement journey.

Staff access an effective programme of professional learning. This means they have the expertise to perform their duties effectively. Leaders know staff's strengths and areas for development. They provide precise coaching support tailored to individual needs. Leaders supplement this offer with external training and access to professional networks. Early career teachers benefit fully from the professional learning offer. Staff appreciate leaders' work to support their workload and wellbeing.

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

From the moment the gates open, Windy Arbor is a hub of activity. Pupils enter happily and settle quickly. Staff ensure that pupils receive the help they need with both their work and their wellbeing. This helps them to feel ready for learning. Adults take time to form warm relationships, which means they know and value pupils for the individuals they are. There is a tangible family feel. Pupils treat one another with respect, regardless of background, differences or challenges.

Pupils enjoy learning. They like their teachers and find lessons interesting. If they fall behind, they access the support they need to catch up. Every moment counts. This is resulting in more pupils securing important reading, writing and mathematical knowledge. Vulnerable pupils access effective support and make appropriate progress from their starting points. Pupils now achieve in line with national averages by the end of key stage 2. Therefore, pupils are ready for the next stage of their education.

Pupils' behaviour is highly positive across the school day. Pupils feel safe and have a calm environment to learn in because of this. They say bullying is rare and dealt with effectively. Pupils' attendance is improving, although too many are still persistently absent.

Pupils are well prepared to contribute positively as a citizen of modern Britain. They learn about how they can impact the world at a local and national level. Pupils benefit from a wide range of interesting opportunities and experiences available to them, such as pupil leadership roles, showcases, trips and clubs. Leaders make sure that no pupil misses out. Where pupils experience difficulties in engaging with enrichment, leaders remove any barriers to access. This ensures that pupils quickly develop a sense of belonging to their school community.

Next steps

- Leaders should continue to ensure that pupils develop key handwriting and transcription skills so they can apply them accurately and confidently across the curriculum.
- Leaders should continue to analyse attendance data and implement effective actions to address low rates of attendance, in particular for those who are persistently absent, so that rates of attendance continue to improve.
- Leaders should continue to develop staff's expertise so that interactions across the early years provision further broaden and deepen children's language and understanding.

About this inspection

This school is part of Prosper Together Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Selina Timmins, and overseen by a board of trustees, chaired by Maurice Malone.

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 the headteacher, assistant headteachers, special educational needs coordinator and other leaders during the inspection.

The inspectors confirmed the following information about the school:

The school includes specially resourced provision for pupils with autism spectrum disorder. There are 12 places.

The school does not currently use alternative provision.

The school has undergone changes since the last inspection. The school is now an academy. There is a new headteacher. The school has also opened a specially resourced provision.

Headteacher: Joanna Curry

Lead inspector:
Matthew Seex, His Majesty's Inspector

Team inspectors:
Lynda Townsend, Ofsted Inspector
Darren Lennon, Ofsted Inspector
Pamela Matty, 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 March 2026

School and pupil context

Total pupils

410
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

464
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)

57.84%
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

6.34%
Well above 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

23.17%
Well 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

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		61%	
2024/25 (revised)	66%	62%	Close to average
2023/24 (final)	53%	61%	Close to average
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)	82%	75%	Above
2023/24 (final)	70%	74%	Close to average
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)	71%	72%	Close to average
2023/24 (final)	62%	72%	Below
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)	77%	74%	Close to average
2023/24 (final)	68%	73%	Close to average
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)	60%	47%	Above
2023/24 (final)	44%	46%	Close to average
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)	77%	63%	Above
2023/24 (final)	62%	62%	Close to average
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)	70%	59%	Close to average
2023/24 (final)	54%	58%	Close to average
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)	73%	61%	Above
2023/24 (final)	62%	59%	Close to average
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)	60%	69%	-9 pp
2023/24 (final)	44%	67%	-24 pp
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)	77%	81%	-4 pp
2023/24 (final)	62%	80%	-18 pp
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)	70%	78%	-8 pp
2023/24 (final)	54%	78%	-24 pp
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)	73%	81%	-7 pp
2023/24 (final)	62%	79%	-18 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
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)	7.8%	5.2%	Above
2023/24 (3 term)	9.2%	5.5%	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 (2 term)	25.8%	13.3%	Above
2023/24 (3 term)	29.6%	14.6%	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.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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