

# New Invention Infant School

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

**Unique reference number (URN):** 104187

## Inspection report: 17 March 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

### Attendance and behaviour

Expected standard 

Leaders' work to improve attendance has a positive impact. They track pupils' attendance frequently and identify concerns quickly. They analyse patterns and act early to prevent pupils from becoming persistently absent. Leaders reduce barriers through timely support and close work with families. As a result, attendance is above national figures and persistent absence remains low. Leaders monitor the attendance of different pupil groups and respond rapidly when concerns arise. Where individual pupils' attendance falls, leaders use appropriate strategies to secure improvement. These actions lead to better attendance for pupils who need additional support.

Pupils generally behave well across the school. Leaders have established a calm and respectful environment. Pupils understand expectations and typically rise to them. Staff apply behaviour policies consistently and adapt their approaches for pupils with special educational needs and/or disabilities when needed. Pupils show positive attitudes to learning and engage well in lessons. Leaders ensure that bullying is not tolerated. Pupils know who to go to for support. The school responds promptly to any form of discrimination, harassment, abuse or violence, online or offline. Staff know pupils well and provide effective pastoral support, which helps pupils feel safe and cared for.

### Curriculum and teaching

Expected standard 

The curriculum is broad, balanced and well sequenced across subjects. Leaders design it to reflect the school's context and priorities, ensuring pupils build knowledge step by step. Teachers generally demonstrate secure subject knowledge and apply ongoing training to deliver the curriculum effectively. In mathematics, staff teach concepts clearly and use their knowledge well. Across subjects, teachers use assessment to identify gaps and shape future learning.

The curriculum is adapted effectively to meet pupils' needs. Staff tailor learning so pupils with special educational needs and/or disabilities learn alongside their peers, and barriers to learning reduce over time. They also adapt lessons appropriately for disadvantaged pupils and those known to children's social care, enabling all pupils to access the same learning. Leaders implement interventions quickly, and these are appropriate. For pupils with more complex needs, staff break content into small, measurable steps so pupils experience success.

The teaching of reading across key stage 1 is generally secure. Pupils usually read books matched closely to the sounds they know, which supports accuracy and confidence. However, phonics teaching in early years is more variable, and children do not experience the same level of consistency. Leaders recognise this and have begun to take appropriate action. Leaders continue to strengthen oracy so that speech, language and communication underpin the curriculum.

## **Inclusion**

**Expected standard** 

Leaders identify pupils' individual needs accurately and at an early stage. Staff use a range of assessments to understand barriers for disadvantaged pupils, pupils with special educational needs and/or disabilities, and those known or previously known to children's social care. This allows staff to provide timely and appropriate support. Leaders reduce barriers to learning and wellbeing through strategic support, reasonable adjustments and inclusive practices. Pupils receive adapted teaching, targeted interventions and effective pastoral care that meet their specific needs.

Leaders monitor pupils' progress and review the impact of interventions regularly. They adjust provision when needed so pupils continue to receive the right help as they move through the curriculum. Staff understand and apply the graduated approach. Leaders provide clear guidance, evidence-informed training and practical resources. Leaders work effectively with families, external professionals and specialist agencies to shape support and raise aspirations.

The school's resourced provision is highly effective in supporting pupils with the most complex needs. Highly trained staff deliver a bespoke curriculum that meets individual requirements. As a result, pupils feel safe, stimulated and happy. Leaders use pupil premium funding appropriately to reduce barriers to learning and/or wellbeing for disadvantaged pupils. As a result, pupils with additional needs participate fully in school life and feel a real sense of belonging.

## **Leadership and governance**

**Expected standard** 

Leaders set a clear strategic direction for the school. They work closely with governors to sustain the school's ethos and make decisions that reflect the school's context. Leaders know the strengths of the school and the areas that require further improvement. They are outward-facing and committed to securing the best education and care for all pupils. Leaders have identified appropriate priorities and are taking action to strengthen oracy across the school and increase consistency in the teaching of early reading.

Leaders plan professional development carefully. They provide a high-quality, evidence-informed and sustained programme that typically builds staff expertise, including support for early career teachers and trainees. The programme links closely to school improvement priorities. Leaders recognise that monitoring the implementation and impact of training needs further development so that improvement is consistent and sustained.

Staff feel supported and are proud to work at the school. Leaders and governors consider workload and wellbeing when making decisions. Governors meet their statutory duties. They provide both challenge and support and monitor the school's work closely. They hold leaders to account for pupils' outcomes, including pupils who are disadvantaged or pupils with special educational needs and/or disabilities. Governors oversee the use of resources and ensure decisions are made in the best interests of pupils.

Leaders work constructively with parents, carers and external professionals. Parents value the care and communication they receive. Leaders act in the best interests of all pupils and are determined that every pupil benefits from the full school offer.

## Personal development and wellbeing

Expected standard 

Leaders prioritise pupils' personal development and ensure that the programme is broad, coherent and age-appropriate. The curriculum meets statutory requirements and provides pupils with the knowledge and skills they need for later life. Leaders design content that teaches pupils how to stay safe, keep healthy and make informed choices. For example, consent is reinforced throughout the curriculum. The personal, social, health and economic education curriculum now links more closely to school and fundamental British values, which is strengthening pupils' understanding of these areas. The programme supports disadvantaged pupils well by ensuring they have full access to enrichment, wider opportunities and targeted pastoral support.

Pupils' spiritual, moral, social and cultural development is effective. Staff encourage pupils to reflect on their beliefs and experiences and to respect the values of others. Pupils learn about right and wrong; they engage thoughtfully with ethical issues. Staff promote cooperation and conflict resolution, and pupils work well with one another. They participate actively in the school community and demonstrate respect. Pupils have regular opportunities to develop social skills through teamwork, leadership roles and collaborative play.

The curriculum enhances pupils' appreciation of cultural diversity and heritage. Pupils learn about different families, traditions and beliefs. Experiences such as visitors, trips and charity events help broaden their understanding of the wider world. Voting for school council representatives develop pupils' awareness of democracy and British values. Pupils value leadership roles, such as playground buddies, and carry out responsibilities with pride.

Relationships and sex education and health education is appropriate and well taught. Pupils learn how to keep themselves safe, including online. They understand personal boundaries and strategies for resolving disagreements. The curriculum supports pupils' mental health and wellbeing, and staff respond quickly when pupils need extra help. Pastoral support is a strength. Pupils trust adults and know how to access support. Staff ensure that pupils with special educational needs and/or disabilities receive the right help, at the right time. As a result, all pupils have a real sense of belonging.

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## Needs attention

### Achievement

Needs attention 

Currently, too many pupils do not pass the phonics screening check at the end of Year 1. As a result, some pupils are not as well prepared for the next stage of their education as they should be. Leaders understand that early reading, particularly in early years, requires greater consistency. They know that children need regular, high-quality practice to build accuracy and fluency. Leaders also recognise that more consistent teaching will reduce the need for the multiple interventions currently in place to close gaps.

Across most subjects, pupils achieve well from their starting points. Progress in writing is a strength, especially for pupils with special educational needs and/or disabilities. Staff adapt teaching effectively and reduce barriers to learning, which enables pupils to succeed. Staff also dedicate appropriate teaching time to developing transcriptional knowledge and skills, beginning in the early years. Pupils make suitable progress in mathematics and achieve well in most subjects across the wider curriculum. Typically, pupils are prepared for their next stage of education. However, reading fluency continues to be a priority.

## Early years

Needs attention 

From the outset, children follow a carefully sequenced curriculum that supports all areas of development. Leaders understand children's starting points and use this information well to shape the curriculum and learning environment. Early reading is a key priority. Phonics teaching is improving, and this is helping children to read more fluently than before. However, variability in delivery remains, which slows progress for some children. As a result, not all children are as well prepared for the transition to Year 1 as they should be.

Staff interactions typically build children's language and communication. Adults model vocabulary and encourage talk during play and structured activities. However, some interactions do not maximise opportunities for children's language development and accelerate progress as well as they should. Leaders are taking action to prioritise oracy across the school. They have begun targeted training for staff in early years because they understand the importance of communication and language development in securing strong foundations.

There is a clear focus on children's personal, social and emotional development. Staff teach clear routines and expectations, creating a happy, safe and welcoming environment. Children are keen to engage in learning and play. Leaders operate a comprehensive transition process for children entering Nursery, ensuring staff understand individual needs before children join. As a result, children with special educational needs and/or disabilities receive the right support and make suitable progress from their starting points.

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

Pupils feel valued, included and cared for at New Invention Infant School. They learn in a safe and nurturing environment where staff know them well and help them grow in confidence. Pupils enjoy a broad curriculum and take part in memorable experiences, including visits such as the trip to the aerospace museum. They also benefit from a wide range of sports, crafts and music clubs, with the school choir being a distinctive feature. These opportunities spark curiosity, build skills and help pupils develop new interests and talents. Pupils with special educational needs and/or disabilities, disadvantaged pupils and those known to social care participate fully in school life and feel a real sense of belonging. The school's mantra, 'We can... we will... together' is reflected in the positive relationships and inclusive culture across the school.

Across the curriculum, pupils typically achieve well and build knowledge securely as they move through the school. However, the teaching of early reading, particularly in early years,

lacks consistency, and this slows progress for some pupils. Leaders recognise this and are taking steps to improve the quality and consistency of phonics teaching. Most pupils are well prepared for key stage 2 by the time they leave school. Disadvantaged pupils make suitable progress because leaders prioritise reducing barriers to learning and wellbeing.

Pupils generally behave well across the school. They feel safe and trust adults to deal with any issues. Bullying is rare, and staff respond quickly and effectively when concerns are raised. Pupils show high levels of respect, understanding and cooperation. This creates a positive environment where everyone can succeed and feel valued. Pupils attend school regularly. Staff work closely with families to reduce barriers and provide tailored support. Leaders use positive incentives, including encouraging messages sent home, to reinforce the importance of good attendance. They monitor attendance closely and act quickly when concerns arise.

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## Next steps

- Leaders should continue to strengthen the rigour of monitoring cycles to ensure that standards continue to rise.
  - Leaders should ensure that pupils who are at the early stages of learning to read are taught consistently well so that more children read accurately and with increasing fluency by the end of Reception.
  - Leaders should continue to develop and strengthen oracy across all aspects of the curriculum and all year groups to maximise progress for all pupils.
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## About this inspection

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

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, the special educational needs coordinator, the local authority, the chair of governors and governors, the designated safeguarding lead, the school business manager, staff, pupils and parents during the inspection.

The school includes a specially resourced provision for up to 8 pupils with speech, language and communication needs and autistic spectrum disorders.

The school also, under the same registration, runs a nursery for 3- and 4-year-old children.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Debbie Naffati

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**Lead inspector:**

Victoria Jordan, His Majesty's Inspector

**Team inspectors:**

Kerry Rochester, Ofsted Inspector

Anne Potter, 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 17 March 2026

## School and pupil context

### Total pupils

**335**

Close to 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

**270**

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)**

**20.37%**

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**

**5.67%**

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**

**14.93%**

Close to 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)

### Resourced provision

#### What does this mean?

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

#### Type of specialist provision (if applicable)

### SLCN - Speech, language and Communication

#### What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

### 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)	4.3%	5.2%	Below
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	5.3%	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 term)	6.3%	13.3%	Below
2023/24 (3 term)	12.5%	14.6%	Close to average
2022/23 (3 term)	14.8%	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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