

How Wren's Nest Primary School enables children to *Achieve, Thrive and Belong*

Mapped to the Ofsted Education Inspection Framework

(Read alongside mind maps of practical examples of Achieve, Thrive and Belong in action at Wren's Nest)

Context:

- Wren's Nest is a community primary school in Dudley, West Midlands. It serves children aged 2 to 11.
- The school roll is around 520 children, close to its capacity of 550.
- The child body includes Early Years (Nursery, Pre-School, Time for Twos), Reception, through to Year 6.
- It operates on the Wren's Nest Estate, which is a largely residential area with a mix of socio-economic challenges. The school has a significant number of disadvantaged children and is situated in an area of deprivation recognised as the top 10% in the country.

SEN (Special Educational Needs) and disadvantaged context: Higher than average proportion of children with SEND support; sizable proportion of children eligible for free school meals.

Recent Key Stage 2 results: In 2025, 67% of children achieved the expected standard in reading, writing and maths. 12% achieved higher standard. These are above local authority averages and in line with or above national averages.

As of the latest full inspection (March 2022), the overall effectiveness was judged **Good**; behaviour and attitudes and personal development were **Outstanding**; quality of education, leadership and management, and early years provision were **Good**.

1. Achieve

"Achieve" in the new Ofsted inspection framework means children make strong academic progress, benefit from a well-designed curriculum, receive effective teaching - including early reading/phonics - and are supported to catch up where needed.

Key Practices

- **Ambitious, well-sequenced curriculum:** Leaders have designed a broad and extensive curriculum. Subjects have clearly thought-through sequencing. Where the COVID-19 pandemic caused gaps or disruptions, the school has prioritised teaching this "missed curriculum content" so that children can access later learning more confidently.
- **Strong early years and phonics provision:** Time for Twos, Pre-School and Reception are well resourced, staffed and organised. Children in Early Years learn in a stimulating environment and are well prepared for transition. Early reading and Phonics teaching is consistently strong; children are well placed to read words and simple sentences by the end of Reception. Staff prioritise language development, early phonics and independence. Provision supports smooth transition into KS1.



2. Thrive

"*Thrive*" means children have positive attitudes, good personal development, strong well-being, a safe environment, healthy relationships and that the school supports their holistic development, including behaviour, mental health, values, etc.

Key Practices

- **Outstanding behaviour and attitudes:** Ofsted in 2022 judged "Behaviour and attitudes" as *Outstanding*. Children are eager to learn and show readiness for learning. Low-level disruption is not common. High expectations of behaviour are consistent across the school. Children demonstrate positive attitudes to learning, with very low disruption.
- **Personal development and well-being:** Rated *Outstanding* in personal development. Children and staff well-being is prioritised. Children have roles reflecting Pupil Parliament, including a well-being minister.
- **Inclusive and safe environment:** The school ethos is one of belonging: "We accept everyone - it doesn't matter who you are." Bullying is rare and when incidents occur, they are handled well. Leaders do not give up on children, working to keep them engaged even where behaviour or attendance is an issue. Children feel safe, respected and confident to learn.
- **Community and family support:** The school goes beyond just school-based learning. They support not just children but families, e.g. food-bank collections, jobs club for adults etc. The statement, "we do not take on a child, we take on a family," reflects this holistic approach. Attendance and persistence are supported by leaders who "do not give up" on children.

Evidence and Impact

- Because of outstanding behaviour/attitude, lessons are more effective; disruptions minimal, so learning time is maximised. Child feedback shows they are happy in school and feel safe.
- The early years provision being strong and positive helps children start school well, supporting confidence and reducing barriers to learning.
- Support for children with additional needs or who struggle behaviourally helps reduce exclusion, sustain engagement and improves long-term outcomes. The specialist units are evidence of this.

Impact: Ofsted (2022) graded **Behaviour and Attitudes as Outstanding**. Childs' readiness to learn maximises lesson time, raising attainment and improving confidence.



3. Belong

"Belong" (sometimes framed under inclusion, personal development, equality) means children feel part of the school, respected, have strong relationships with staff and each other, and that the school cultivates equity, identity, values and belonging.

Key Practices

- **Support for children who need additional support:** Children who struggle with behaviour, or other needs, receive highly effective support via dedicated specialist provisions. Leaders ensure that support is "just right" for individual children.
- **Leaders and governors maintain a clear vision of inclusion, aspiration and community.**
- Professional development for staff ensures teaching quality remains high across the curriculum.
- **Relentlessly inclusive leadership:** "Leaders do not give up on anyone," with provision that meets diverse needs.
- **Community partnership & adult education** extend impact beyond the classroom, supporting families and removing barriers to learning.

Evidence and Impact

- The school's standards in English and Mathematics are rising, even with the challenges posed by the pandemic.
- In performance data, the proportion of children meeting expected standards is improving: e.g. 67% of children meeting expected standard in Reading, Writing and Maths in recent Key Stage 2 data 2025 up from lower in previous years.
- Progress scores are strong in certain areas (e.g. mathematics, reading) showing children are catching up / making good gains.

Evidence: Ofsted (2022) recognised strong curriculum sequencing and rapid improvements post-COVID. KS2 performance data shows rising trends.

Impact: Children enter Year 1 with secure foundations in literacy and personal development, enabling them to achieve and thrive from the outset.

Impact: Leadership ensures that no child is left behind, narrowing gaps for disadvantaged learners and strengthening trust with the community.

Intent, Implementation, Impact

- **Intent:** Leaders have designed an ambitious, broad and well-sequenced curriculum, ensuring all children, including those who are disadvantaged or with SEND, can achieve. Reading and early phonics are prioritised. **Implementation:** High-quality teaching of phonics; targeted interventions for those who fall behind; strong subject sequencing; catch-up support for children affected by the pandemic.



Impact:

- o Children make **good progress in core subjects**, with outcomes improving year on year.
- o KS2 results show more children now achieving the expected standard in reading, writing and maths combined.

Children in Early Years are **well prepared for KS1**, with strong phonics outcomes.

- **Inclusive culture and acceptance:** The school makes it explicit that children accept everyone, regardless of background. Children experience a culture of mutual respect.
- **Child voice and roles:** Children have opportunities to contribute to the school community: Pupil Parliament, well-being roles, etc. This gives them a voice and strengthens belonging.
- **Care beyond the classroom:** Engaging family and community, jobs clubs, food bank, thinking of families as well as children. This builds trust and connection
- **Leaders' persistence:** The school "does not give up on anyone," making sure that children who might be marginalised or struggle still feel part of the school. Provision meets a very diverse set of needs.

Strong partnerships with parents and community services extend the school's reach and reinforce belonging.

Character education is strong – children develop resilience, respect, and responsibility through enrichment, pupil parliament, and leadership roles.

- **Inclusive ethos:** "We accept everyone – it doesn't matter who you are."
- **Children have opportunities to lead, contribute to community initiatives** (e.g. food bank, jobs club) and develop a sense of service.
- **Safeguarding and pastoral care are highly effective**, with holistic support for families as well as children.

Evidence and Impact

- Children report that they are happy, feel safe and feel accepted. Ofsted observed that the school is a place where "children are happy".
- Because of the inclusive approaches, children who might otherwise disengage are more likely to stay engaged, attend and participate. This contributes to improved academic outcomes. The strength in relationships and trust supports behaviour and attitudes being judged as
- outstanding; children feel belonging → better behaviour → better learning.

Impact: Ofsted (2022) judged **Personal Development as Outstanding**. Children feel happy, safe, and proud of their school, fostering high levels of well-being and belonging.



Alignment with New Ofsted Inspection Focus

The new Ofsted framework emphasises elements such as: *How well children are being prepared for life in modern Britain, behaviour and personal development, curriculum impact, inclusion, safeguarding, etc.* Wren's Nest Primary shows:

- Good attention to curriculum design and making up for COVID-disruption.
- Outstanding behaviour and attitudes.
- Outstanding personal development.
- Inclusive support, especially for vulnerable children.
- Strong early years practice.

These are exactly the kind of factors that help Ofsted assess how well children *thrive and belong*, not just academics.

Under the 2025 inspection framework, inspectors will put heavy weight on:

- **Curriculum intent, implementation, impact** - Wren's Nest is already doing well here in core curriculum, phonics and early years. Continued work on foundation subjects will help ensure full compliance with the "full curriculum for all" expectation.
- **Behaviour, attitudes, safety, well-being** - The school's outstanding ratings here show strong positioning.
- **Personal development / character** - The opportunities given to children for voice, well-being and involvement in community, show that children are growing holistically.
- **Inclusion** - The specialist units, support for children with SEND and community outreach, show that no child is left behind.

What we're strengthening for 2025-26 (so we're inspection-ready)

To further strengthen how children achieve, thrive and belong, possible areas (drawn from the report) include:

- Ensuring that **higher standards of English and Mathematics** continue to rise so more children achieve *beyond* expected outcomes.
- Continue to refine curriculum in all subjects, ensuring any gaps in sequencing or resourcing that arise are addressed quickly and effectively.



Overall Summary - *Achieve, Thrive, Belong*

- **Achieve:** Children benefit from a well-sequenced, ambitious curriculum and effective teaching, leading to rising attainment and progress.
- **Thrive:** Outstanding behaviour and personal development create the conditions for learning and strong child well-being.
- **Belong:** A deeply inclusive ethos and community support ensure all children feel valued and accepted, fostering engagement, resilience and pride in school.

Evidence and Impact in Parent and Child Voice Form

- *Parents feel:* "The staff are approachable," "Our child loves learning," "School supports the family too."
- *Children feel:* "Everyone is accepted," "We are listened to (Pupil Parliament)," "We are safe and happy."
- *A parent says:* "I like how teachers listen. My child feels safe and we feel the school cares about more than just test scores."
- *A child says:* "At Wren's Nest, I feel happy. We vote for ministers; I'm in Pupil Parliament. I know people look after me."
- *Another child:* "Bullying doesn't happen much and when it does teachers help. I think everyone in school belongs."
- *Data shows* rising standards in reading, writing and maths; behaviour and personal development are rated Outstanding; Early Years give strong start.

Impact is that children are more confident, engaged and with fewer barriers to learning; they belong, which helps them learn better; families feel part of the school.

Children at Wren's Nest are more able to achieve standards in reading, writing and maths; they thrive in a safe, respectful, inclusive atmosphere; and they belong — feeling accepted, supported and valued. The school's commitments mean barriers (including behaviour, disadvantage and prior attainment) are mitigated.



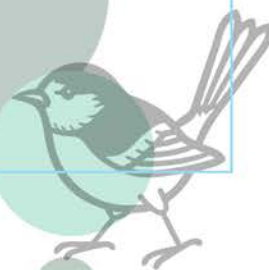
Wren's Nest: How it enables children to 'Achieve, Thrive, Belong' under the 2025 Ofsted Framework

The 2025 framework continues many of the priorities set out in the 2019 EIF and its recent updates. These include strong curriculum intent and implementation; children's behaviour and welfare; inclusion; personal development; safeguarding; and leadership. Below is an outline of what Wren's Nest does in each of these areas, with accompanying evidence and impact.

EIF Domain and Focus	What Wren's Nest Does	Evidence	Impact on Children and families (Achieve, Thrive, Belong)
Quality of Education (Curriculum, Teaching, Early Reading, Catch-up)	<ul style="list-style-type: none"> • Leaders have designed an ambitious, broad and well-sequenced curriculum, ensuring coverage across subjects and thoughtfully planned progression. • Where COVID-19 disruptions created gaps, they have prioritised "missed curriculum content" so children are not left behind. • Early reading and phonics istaught strongly; children in early years are exposed to well-matched texts to their phonics knowledge; staff are well-trained. • Early years provision - Time for Twos, Preschool, Reception - is well-resourced and stimulating; the environment supports transition into Year 1. • The school has specialist provision for children who struggle with behaviour etc., providing highly effective individual support. 	<ul style="list-style-type: none"> • Rising standards in English and Mathematics, despite pandemic impact. • By end of Reception, children are better prepared, reading words/simple sentences; phonics outcomes improving. • In Mathematics, children enjoy the subject; instant recall of number facts appropriate to their year. Adapted planning means children at different levels are supported. • More consistency in teaching across subjects (though some weaker implementation in Art and Design & Technology is currently under review). 	<p>Achieve: Children are attaining better in core subjects; fewer gaps; stronger readiness for next stages. Barriers reduced, enabling access to full curriculum and better outcomes.</p> <p>Thrive: Children have confidence in their learning; lessons are more engaging; less remediation needed.</p> <p>Belong: Children who might struggle feel included via targeted support; Early Years support helps build foundational belonging. Trusting relationships with families; high acceptance culture.</p> <p>Equity: Sequencing and catch-up planning help disadvantaged/ SEND learners access the full curriculum. (Observed by Ofsted through, "Leaders do not give up on anyone.")</p>



Behaviour and Attitudes Personal Development	<ul style="list-style-type: none"> • The school's culture emphasises respect, safety, inclusion. Children describe the ethos: "We accept everyone - it doesn't matter who you are." • High expectations and calm classrooms: very low disruption; children eager to learn. • Bullying is rare; leaders deal with incidents well. • Behaviour is managed very well; there is minimal disruption in lessons; leadership ensures that even children with behavioural challenges receive support and do not get excluded from school community. Specialist units help. • There is strong provision for personal development: Pupil Parliament, Well-being Minister role; enrichment activities; welfare is a priority; community / family support (jobs club, food bank). 	<ul style="list-style-type: none"> • Children show eagerness to learn; lessons proceed with high engagement. • Children feel safe, accepted and seen; they participate in school life; high morale. • Attendance and engagement are sustained even for children who face challenges. Though data about attendance is not detailed in the report, leadership efforts are aimed at this. • Well-being roles and child voice strengthen students' sense of agency and belonging. 	<p>Thrive: Higher self-esteem, positive attitudes, safer environment; fewer behavioural barriers to learning. Maximum learning time; improved confidence and learner resilience.</p> <p>Attendance/engagement: Children who might otherwise disengage are retained in class routines and learning.</p> <p>Belong: Children feel part of the school, feel their voice matters; feel valued; inclusive culture.</p>
Leadership, Management, Inclusion and Safeguarding	<ul style="list-style-type: none"> • Leaders & governors maintain high expectations for all children; do not give up on any child. • Inclusion is baked in: specialist units, support for behaviour, SEND, etc. • Welfare and safeguarding are top priorities. Pastoral care is strong; support extends outside the classroom to families. • Staff are well trained; curriculum sequencing monitored; leaders track children's progress and support the adjustment of planning where needed. 	<ul style="list-style-type: none"> • Children who might otherwise fall behind are given 'just-right' support so gap narrowing occurs. • Community trust is strengthened; parents/families feel supported; school seen as safe, caring place. • Staff morale and consistency improved through clear leadership and shared vision. • Safeguarding ensures that children are secure, both physically and emotionally, enabling better learning. 	<p>Belong: Secure, inclusive environment; all children feel supported.</p> <p>Achieve: Fewer barriers to learning; more children able to access the full curriculum.</p> <p>Thrive: Children flourish because basic needs (safety, inclusion) are met; leadership gives vision and consistency.</p>



Summary by theme of Achieve, Belong Thrive:

Focus area	What the school does	Evidence	Impact (for children and families)
Achieve	<ul style="list-style-type: none"> • Ambitious, broad curriculum with considered and deliberately planned sequencing. • Strong early years provision ("Time for Twos", Pre-School, Reception) with stimulating environment. • Strong, consistent phonics and early reading programmes. • After COVID-19 disruptions, the school prioritised "missed curriculum content" to ensure continuity in learning. • Effective support for children who struggle, including in specialist units. 	<p>Ofsted report says, "Leaders have designed an ambitious curriculum ... well matched to the intended curriculum ... Where the pandemic has disrupted the sequence ... leaders have addressed this."</p> <p>Reading & Maths KPIs: 67% expected standard, 12% higher standard (2025) vs LA and England averages.</p>	<p>Children reach expected standards more often; more children achieve higher standards than before.</p> <p>Early years children are better prepared for Year 1.</p> <p>Gaps due to COVID are being reduced.</p> <p>Children, who previously may have been at risk of falling behind, are catching up.</p> <p>Parents see their children making progress, becoming "capable ... academically".</p>
Thrive	<ul style="list-style-type: none"> • Outstanding behaviour and attitudes: rewarding conduct; minimal disruptions. • Focus on welfare and well-being: school provides roles such as Well-being Minister Strong pastoral support; "We do not take on a child, we take on a family." • Safe, inclusive environment. Bullying rare. • Adults are approachable; children feel safe; community and family support (food banks, adult learning) expand care beyond classroom. • Inclusive culture: everyone accepted; high expectations for all children. 	<p>Ofsted: Behaviour and Attitudes and Personal Development both <i>Outstanding</i>.</p> <p>Children say they are happy and kept safe. "We accept everyone..."</p> <p>Bullying rare, well handled.</p> <p>Parent feedback that school supports staff well, supports families.</p> <p>Graham Pirt Review and Report 2025</p>	<p>Children are more confident, more ready to learn; fewer interruptions; better attendance and engagement.</p> <p>Children feel emotionally secure, which supports learning.</p> <p>Belonging improves behaviour and attitudes.</p> <p>Parents less anxious; families feel supported.</p>



<p>Belong</p>	<ul style="list-style-type: none"> • Emphasis on child voice: Pupil Parliament, student leadership, well-being roles. • Community links and family engagement: adult learning, family support, school outreach beyond school hours. • Support for those with additional needs or behaviour difficulties via specialist units so that they remain part of the school. • Clear leadership message: "Leaders do not give up on anyone." 	<p>Ofsted: multiple statements, e.g. "Leaders have created an environment where children are happy ... We accept everyone ... Bullying is rare ... Leaders do not give up on anyone."</p> <p>School website - adult learning offer etc</p> <p>Parent reviews: positive about support, care, approachability.</p>	<p>Children feel part of the community; less risk of feeling excluded or 'left behind'.</p> <p>Stronger self-esteem and identity. Children more willing to engage and participate.</p> <p>Families feel part of school life, which supports attendance, consistency and learning stability.</p>
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