

St Gabriel's Catholic Primary School

Address: Wilnecote Lane, Belgrave, Tamworth, Staffordshire, B77 2LF

Unique reference number (URN): 124373

Inspection report: 6 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.

Expected standard

Attendance and behaviour

Expected standard 

The school is a welcoming place for pupils. Leaders and staff act to ensure that all pupils attend school often. Attendance is typically above national averages, including for many of the pupils with special educational needs and/or disabilities and those facing disadvantage. Leaders generally analyse attendance information to spot trends and patterns, including any causes of low or persistent absence. When absence is a concern, leaders intervene at an early stage. Leaders have sought external support to ensure that the school can offer help and guidance to families to support pupils' attendance.

Leaders prioritise the care they provide for all pupils. Behaviour is positive across the school. Pupils usually behave well and follow the school rules. Most pupils around the school are polite and well mannered, for example holding open doors for others. Pupils understand the school values well and have a sense of fairness and respect. Bullying and discrimination are not tolerated at the school, and pupils say any issues are swiftly dealt with. Pupils trust staff to help them with behaviour issues, if needed. Pupils who need extra help to control their emotions get the support they need.

Early years

Expected standard 

The school's early years curriculum clearly outlines what staff should teach children and when. Staff check children's knowledge carefully. Staff have a thorough understanding of children's starting points. The school prioritises support for children who need extra help, including those with special educational needs and/or disabilities and disadvantaged pupils. Children typically progress well and by the end of Reception most are ready to continue their education in Year 1.

Staff teach children early reading from the outset. In the Reception Year, phonics is generally taught well and helps children to learn letter sounds and develop a positive view of reading. Interactions between staff and children are plentiful and caring. Much of this back-and-forth talk is effective at moving children's learning forward. Children learn the foundations of early mathematics, such as through counting and shape activities. Where it is most effective, the school's teaching is language-rich and designed to help close any communication and language gaps that children may have. Children get the support they need to thrive academically and personally.

Leaders build positive partnerships with parents and external agencies so that children are supported at home as well as at school.

Inclusion

Expected standard 

The school ensures a careful focus on the wellbeing and learning of individual pupils. Leaders and staff use effective ways to identify the needs of pupils with special educational needs and/or disabilities (SEND), pupils who are disadvantaged and those known to social care. Leaders ensure that additional support is in place for all pupils with high levels of need.

Leaders collaborate effectively with a range of external agencies. Generally, pupils receive the right support at the right time.

Most teachers suitably adapt the support they provide so that pupils can learn effectively. The school's support plans for pupils are well matched to pupils' learning needs. Leaders regularly review pupils' learning and development in line with their individual targets. Generally, leaders act to make sure that pupils receive the help that they need. Mostly, the school provides staff with helpful professional learning to support their understanding of the different needs of pupils. This training improves the quality of support and teaching.

Leaders spend extra funding for disadvantaged pupils, based on careful consideration of the barriers that pupils typically face. The school provides effective support for pupils with social, emotional and mental health needs. This work enables pupils to feel calm and ready to learn. Where needed, leaders use alternative provision appropriately to support part of pupils' education.

Leadership and governance

Expected standard 

Leaders at St Gabriel's have a clear vision based around their values and ethos. They are accurate in their identification of what is working well and the areas to work on. Leaders have made recent and successful improvements to the school's curriculum. Their ambitions and actions also have a positive impact on improving pupils' behaviour and attendance. Leaders recognise that there are areas of pupils' learning that need further work, and they have appropriate actions in place to resolve these. Leaders' checks on their own impact are generally accurate. Sometimes, their analysis of the key issues facing the school are not as sharp and precise as they could be.

Leaders are well supported by the experienced and informed governors at the school. Governors use their expertise to support and challenge leaders effectively. Governors are aware of their statutory duties and carry these out diligently.

The school provides all staff with professional learning that improves their work. Staff value and appreciate the support that leaders provide for their wellbeing and workload. They are proud to work at this school. Most parents and carers are supportive of the school and the leadership team. They commend the care and consideration shown towards their children and the approachability of leaders and staff.

Personal development and wellbeing

Expected standard 

Leaders have developed a well-considered personal development programme, rooted in their vision for pupils to build on the ethos and values of the school. Programme content is well ordered and age appropriate. The programme helps pupils to develop a range of personal and social skills, such as speaking confidently in groups.

Leaders have planned an effective relationships, sex education and health curriculum. Pupils confidently explain how to be healthy and the importance of eating well. They understand that keeping your mind active can help you to stay positive. Pupils are aware of where to get help when they need it, and they trust the adults around them. They understand how to stay safe online, for example by keeping their information private. Staff

adapt the personal, social and health education programme to meet the needs of pupils with special educational needs and/or disabilities and those facing disadvantage.

Pupils discuss fundamental British values, such as tolerance, and mostly build positive friendships. They understand why racism, sexism and discrimination are wrong. Staff engage the local community by including parents in a range of support. The school arranges a wide range of visits and visitors to enrich pupils' range of experiences. Pupils enthuse about their opportunities in music and sport at the school, such as the 'Rock Steady' band and various competitions. All pupils are included in these opportunities. Leaders check that pupils take part in the wider offer. Across the school, pupils are given the opportunity to develop their talents and interests.

Pupils take part in a range of charity and fundraising events to support others as part of the school's mission. Generally, pupils are ready for the next stages of their education, and look forward to the challenges of secondary school.

Needs attention ●

Achievement

Needs attention ●

Pupils across the school have gaps in their essential skills in spelling, punctuation and handwriting. These gaps hamper their ability to achieve highly. This experience contrasts with pupils' achievement in early years, where children generally secure the basic skills in reading and writing that they need. Most pupils throughout the school learn the number facts and mathematical knowledge that they need.

Despite the gaps in pupils' knowledge of the foundations of writing, most pupils attain outcomes in line with the national averages by the end of Year 6 in the phonics screening check in Year 1 and in the multiplication tables check in Year 4. Generally, pupils develop suitable knowledge in a range of curriculum subjects. Pupils with special educational needs and/or disabilities, disadvantaged pupils and pupils with other vulnerabilities typically progress well from their starting points.

Curriculum and teaching

Needs attention ●

Sometimes, teachers do not use checks on learning to help pupils to correct their common errors, particularly when writing. This means that, sometimes, pupils do not secure the foundations of early writing, such as spelling and handwriting.

Leaders have worked diligently to revise the curriculum since the last inspection. The curriculum is now broad and thought through in a logical order. The school sets out the knowledge that pupils should learn year on year. However, in some subjects, the curriculum is not taught as well as it should be. Leaders are aware of this issue and work effectively to establish improvement. They check the quality of teaching carefully and provide professional learning that helps staff to improve their work.

Teachers generally have secure subject knowledge and teach the curriculum well. For instance, in mathematics, staff ensure that pupils can rehearse and practise using their knowledge of important number facts, including multiplication tables. The teaching of reading is secure across the school. From the early years onwards, trained staff teach reading well. Staff help pupils to become increasingly competent readers. Staff make carefully designed adaptations to their teaching to support the learning of pupils with special educational needs and/or disabilities (SEND) or other vulnerabilities.

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

Warm and caring relationships form the bedrock of this school. Pupils arrive happy and keen to start their day. They receive a warm welcome from staff. Positive and trusting relationships between staff and pupils underpin all aspects of the school's work. Children learn to read well. Across the school, pupils feel safe and happy. Most pupils attend regularly and behave well. If bullying occurs, pupils know that staff will deal with it.

Pupils with special educational needs and/or disabilities, disadvantaged pupils and other vulnerable pupils generally receive carefully planned support to ensure that they access learning successfully.

Pupils are proud to be part of the school. They benefit from the wide range of musical and sporting opportunities, including sports competitions and 'rock steady'. Pupils are proud of their roles and responsibilities. For example, pupil chaplaincy and school council roles help the children mature and prepare them well for future education.

Children in Reception build secure foundations in their learning and development, such as knowledge of early reading, writing and numbers. As pupils move into key stage 1, teachers aim to build on these foundations. However, some pupils have gaps in their learning. Some teachers' questioning, and checks of learning do not spot pupils' errors quickly enough. This means that pupils do not keep progressing well enough with their spelling, punctuation and handwriting. As a result, some children do not achieve as well as they could.

Leaders have established a new curriculum approach, and most teachers follow this well. However, the teaching of some subjects is not as secure as others, and this means pupils do not achieve as well as they could in these subjects. Nevertheless, leaders have an accurate view of the school and know the children well. Leaders have a positive impact on improving these areas.

Next steps

- Leaders should ensure consistent practice and precise modelling of writing skills by staff leads to improving foundational knowledge across the school.
- Leaders should ensure that assessment strategies are used consistently well to make changes to teaching and ensure that gaps in pupils' knowledge are addressed.

- Leaders, including governors, should build on the improvements that they have made by checking rigorously on the impact of their approaches so the school does all it can to ensure that pupils achieve as well as possible.
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About this inspection

The chair of the board of governors in this school is Anne Goodeve.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Information about this inspection:

Inspectors held meetings with the headteacher, school leaders, diocese, governors, teachers and pupils.

Inspectors confirmed the following information about the school:

The school currently makes use of one alternative provision, which is unregistered.

Headteacher: William Bright

Lead inspector:

Rob Matthews, His Majesty's Inspector

Team inspectors:

Stephanie Peters, Ofsted Inspector

Donna OToole, 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 6 May 2026

School and pupil context

Total pupils

372

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

407

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)

19.62%

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

1.34%

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

12.90%

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)

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	64%	61%	Close to average
2024/25 (final)	68%	62%	Close to average
2023/24 (final)	54%	61%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	70%	60%	Above

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	76%	74%	Close to average
2024/25 (final)	74%	75%	Close to average
2023/24 (final)	68%	74%	Close to average
2022/23 (final)	83%	73%	Above

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	79%	72%	Above
2024/25 (final)	79%	72%	Close to average
2023/24 (final)	75%	72%	Close to average
2022/23 (final)	82%	71%	Above

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	72%	73%	Close to average
2024/25 (final)	77%	74%	Close to average
2023/24 (final)	65%	73%	Below
2022/23 (final)	75%	73%	Close to average

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%	46%	Close to average
2024/25 (final)	40%	47%	Close to average
2023/24 (final)	44%	46%	Close to average
2022/23 (final)	56%	44%	Close to average

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	61%	62%	Close to average
2024/25 (final)	50%	63%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	67%	60%	Close to average

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	61%	59%	Close to average
2024/25 (final)	50%	59%	Close to average
2023/24 (final)	67%	58%	Close to average
2022/23 (final)	67%	58%	Close to average

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	50%	60%	Below
2024/25 (final)	50%	61%	Close to average
2023/24 (final)	44%	59%	Below
2022/23 (final)	56%	59%	Close to average

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	46%	68%	-21 pp
2024/25 (final)	40%	69%	-29 pp
2023/24 (final)	44%	67%	-23 pp
2022/23 (final)	56%	66%	-11 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	61%	80%	-19 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	67%	78%	-12 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	61%	78%	-17 pp
2024/25 (final)	50%	78%	-28 pp
2023/24 (final)	67%	78%	-11 pp
2022/23 (final)	67%	77%	-11 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	50%	80%	-30 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	44%	79%	-35 pp
2022/23 (final)	56%	79%	-24 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)	4.4%	5.2%	Below
2023/24 (3 term)	4.6%	5.5%	Below
2022/23 (3 term)	5.1%	5.9%	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 (3 term)	8.3%	13.0%	Below
2023/24 (3 term)	8.5%	14.6%	Below
2022/23 (3 term)	11.5%	16.2%	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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