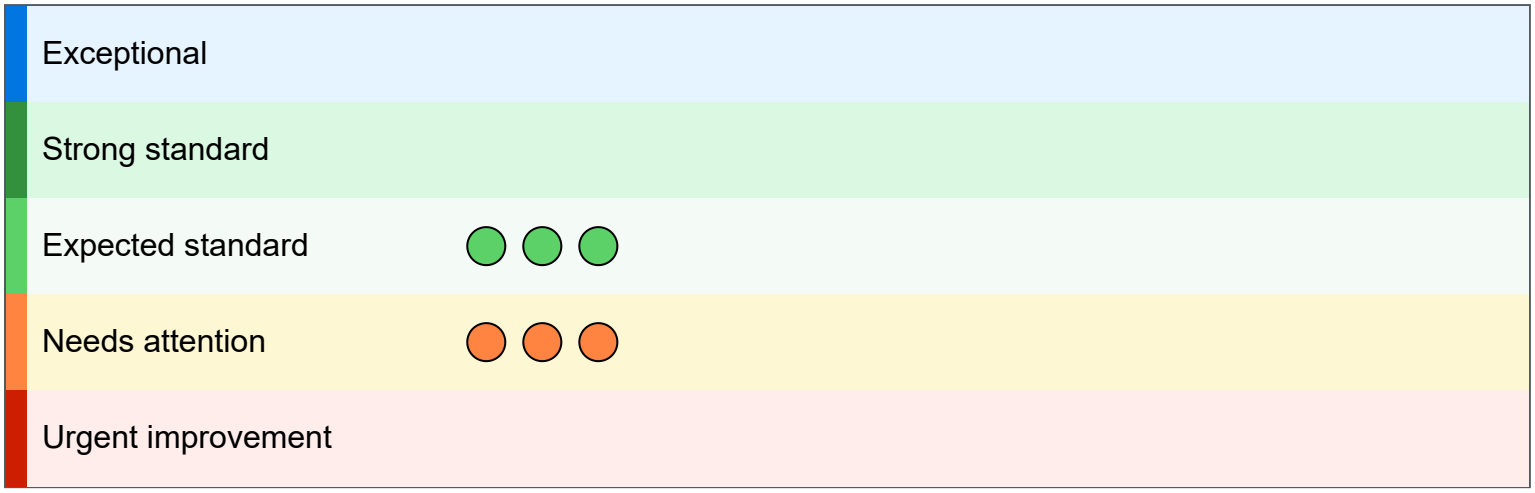
Castle Bromwich Junior School

Address: Castle Bromwich Junior School Hurst Lane North, Castle Bromwich, Birmingham, West Midlands, B36 0HD

Unique reference number (URN): 149489

Inspection report: 21 April 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.

Expected standard

Achievement

Expected standard

On the whole, pupils achieve well at Castle Bromwich Junior. Outcomes in national tests are close to and sometimes above the national averages. Disadvantaged pupils, those with special educational needs and/or disabilities and pupils with other vulnerabilities typically progress well from their starting points. By Year 6, pupils feel well prepared for secondary school and speak confidently about their next steps.

Most pupils secure the basics of reading, writing and mathematics reasonably well. For example, leaders have made recent improvements to the handwriting curriculum. On the whole, pupils are developing the key knowledge that they need in reading, writing and mathematics. Most pupils make progress from their starting points and learn the curriculum well.

Pupils generally understand what they have been taught across the curriculum. Their understanding of key knowledge, skills and vocabulary is improving suitably.

Inclusion

Expected standard

Leaders think carefully about the support they provide for pupils. Working in collaboration with its partner infant school, the school has clear systems in place to identify pupils who may require additional support. Staff observe and assess pupils to identify specific needs. The school responds to pupils' needs with care and support is provided to them in a timely manner. Leaders make sure that they draw on external professionals and wider expertise when necessary. Leaders also engage with parents and carers to make sure that pupils have the right support. As a result, pupils generally receive effective support that reduces any barriers to their learning.

Leaders monitor plans and adapt them to ensure pupils with special educational needs and/or disabilities (SEND) make progress through the curriculum. Pupils social, emotional and mental health needs are generally catered for. Staff are given the information and training that they need to make appropriate adaptations to learning tasks so that pupils with SEND can access their learning across the curriculum.

Leaders use additional funding carefully and in the best interests of pupils. This has a positive impact on the experiences of pupils who face disadvantage.

Personal development and wellbeing

Expected standard

The school recognises the importance of developing pupils more widely. It has put in place a well-considered personal development programme that helps prepare pupils for life in modern Britain. The personal, social and health education curriculum is well designed and sequenced.

The ‘Flourishing Futures’ programme is a successful and a key part of the personal development and wellbeing programme across the school. Pupils are encouraged to have

ambition and consider future careers. Pupils develop teamwork and problem-solving skills and take part in enterprise projects. Pupils' talents and interests are considered and encouraged. They are visited by community members, such as artists, firefighters and pilots, who share their experiences.

Pupils have an awareness of the differences between people and of the importance of respecting and tolerating others. Pupils know the fundamental British values and know not to treat others differently.

Pupils' wellbeing is also a key consideration. Pupils know the trusted adults they can speak to if they ever feel anxious or worried. Leaders demonstrate a commitment to ensuring that disadvantaged and vulnerable pupils benefit from the wider opportunities available. They have adapted the personal development offer, so it is accessible for pupils with special educational needs and/or disabilities (SEND).

Pupils learn about relationships and sex education and health education in an age-appropriate way. They know how to spot risks online and the importance of staying safe. Pupils understand that some relationships can be unhealthy. Older pupils talk with maturity about topics, such as growing up.

Leaders track pupil participation at clubs and engagement with the wider range of activities on offer carefully. They ensure the school's approach removes barriers for the most vulnerable pupils. This ensures that pupils, particularly those who are disadvantaged, experience opportunities. Pupils are well prepared for life in modern Britain.

Needs attention

Attendance and behaviour

Needs attention

While leaders have high expectations for pupils to attend regularly, pupils' attendance has not been high enough over time. Attendance remains below national averages and is not improving quickly enough. Pupils' rates of persistent absence are beginning to improve. Leaders are engaging closely with families and external agencies to break down the barriers that make it difficult for some pupils to attend school. This work is beginning to have an impact. Pupils' absence, for those pupils who are disadvantaged or who have special educational needs and/or disabilities, remains below the national averages. Leaders are aware of this priority for the school so that more pupils attend well.

Most pupils behave well, but a small minority of pupils do not. Leaders' efforts to provide support for key groups of pupils is not impacting on their behaviour quickly enough. The level of suspensions across the school is high and has remained so for a sustained period of time. Almost all pupils enjoy learning and behave well in the classroom. Most pupils pay attention to their teachers well. In the playground, pupils play together, typically showing kindness and respect. Pupils are clear that bullying is rare, and they trust staff to act on any concerns that they have.

Curriculum and teaching

Needs attention

Across the school, teaching is generally effective, but the quality of teaching varies from class to class. While some pupils benefit from highly effective teaching, others do not. Pupils' learning is not always checked. As a result, pupils sometimes develop gaps in their learning, which are not addressed quickly enough. Some teachers' expectations of pupil's presentation and layout of work is also too low.

Leaders have designed a broad and balanced curriculum that is carefully sequenced to build learning step by step. There is a clear focus on the important knowledge and skills pupils need, particularly in the core subjects, such as reading and mathematics. The teaching of reading is secure across the school. Pupils, including those with special educational needs and/or disabilities and those with other vulnerabilities, get the support they need through a range of adaptations to the curriculum.

Some elements of leaders' work to improve teaching across the school have only recently started but is already beginning to have an impact. Leaders have drawn upon external expertise to review and improve teaching approaches. They ensure that staff knowledge of the curriculum improves through planned training and coaching support. For example, they have altered the structure of lessons to ensure key aspects of learning are improved.

Leadership and governance

Needs attention

The school's new senior leaders are working at pace to improve this school, putting pupils at the heart of their decision-making. However, their work has only recently begun and key areas of the school, such as the quality of teaching and pupils' attendance, have not improved quickly enough over time. As a result, the improved impact on pupils' learning and attendance is not yet evident. That said, most parents and carers speak positively about the school, and most would recommend the school to other parents.

The trust board and governors understand the school's strengths and areas for further development. They have ensured that there are appropriate plans to develop the school's priorities further. Trustees and governors fulfil their statutory duties, such as safeguarding and wellbeing of staff, carefully. However, they need to do more to ensure improvements are more rapid and sustained over time.

All staff are proud to work at the school. Staff benefit from a wide range of professional learning opportunities, which ensure they can implement the school's improvement priorities. Staff members who are new to their roles benefit from positive mentoring and relish the opportunity to work with others across the school.

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

This school is a place where most pupils are happy, safe and achieve well. The trust's 'Flourishing Futures' programme provides well-designed opportunities for pupils to thrive and consider their future hopes and ambitions. Pupils benefit from the personal

development they are offered. Pupils enjoy and take part in a wide range of clubs that are on offer to pupils, such as drama, cooking and LEGO club.

Pupils say they feel safe around school. Pupils explain that bullying is uncommon, and if it does happen, adults are quick to resolve any issues and support pupils. Pupils are confident in speaking to the many trusted adults around the school. Most pupils behave well and are polite and cooperative. However, a small minority of pupils sometimes struggle to cope with their emotions, and this leads to some poor behaviour. They generally get the support they need to calm down and return to learning.

Many pupils attend school regularly. However, some pupils do not attend as often as they could. Leaders' actions to tackle low attendance are not leading to improvement in attendance rapidly enough. Attendance rates for pupils that are disadvantaged are improving slowly.

Pupils with special educational needs and/or disabilities, disadvantaged pupils and those with other vulnerabilities are supported by a thoughtful pastoral team. Pupils generally get the guidance they need to be successful.

Most pupils achieve well and reach national standards by the time they leave the school. Pupils enjoy their lessons and most pupils engage well within lessons. However, some teachers do not always check errors carefully. Teachers do not consistently insist on neat and orderly presentation of work. As a result, learning opportunities are not always maximised.

Next steps

- Leaders should ensure that teachers have the skills to identify and address pupils' misconceptions quickly so that any gaps in their curriculum knowledge do not persist.
- Leaders should continue to monitor their attendance strategy closely to improve pupils' attendance rates.
- Leaders should ensure that the support given to improve pupils' behaviour is timely and effective so that incidents of poor behaviour are reduced.
- Leaders should ensure that the school's plans for improvement are carefully monitored so that the impact of the school's actions can be embedded swiftly.

About this inspection

This school is part of Prosper Together Multi-Academy Trust (MAT), 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 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.

Inspectors spoke with school leaders during the inspection. Inspectors met with leaders of Prosper Together MAT. They held meetings with the head of school, school leaders, teachers and pupils.

The inspectors confirmed the following information about the school:

Since the last inspection, the school opened as part of the Prosper Together Multi-Academy Trust in March 2023. The current head of school started their role in October 2025.

The school currently makes use of one alternative provision.

Head of school: Tristi Timms

Lead inspector:
Rob Matthews, His Majesty's Inspector

Team inspectors:
Tracey Porter, Ofsted Inspector
Andrew Tilley, Ofsted Inspector
Christian Hamilton, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 21 April 2026

School and pupil context

Total pupils

465
Well 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

480
Well 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)

38.06%
Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.80%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

20.65%
Above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

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

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (revised)	62%	62%	Close to average
2023/24 (final)	54%	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)	80%	75%	Close to average
2023/24 (final)	77%	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)	75%	72%	Close to average
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)	78%	74%	Close to average
2023/24 (final)	63%	73%	Below
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)	50%	47%	Close to average
2023/24 (final)	45%	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)	73%	63%	Close to average
2023/24 (final)	75%	62%	Above
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)	58%	59%	Close to average
2023/24 (final)	68%	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)	65%	61%	Close to average
2023/24 (final)	55%	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)	50%	69%	-19 pp
2023/24 (final)	45%	67%	-22 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)	73%	81%	-8 pp
2023/24 (final)	75%	80%	-5 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)	58%	78%	-21 pp
2023/24 (final)	68%	78%	-9 pp

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

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	65%	81%	-16 pp
2023/24 (final)	55%	79%	-25 pp
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)	6.2%	5.2%	Above
2023/24 (3 term)	7.3%	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)	18.2%	13.3%	Above

Year	This school	National average	Compared with national average
2023/24 (3 term)	20.6%	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.

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