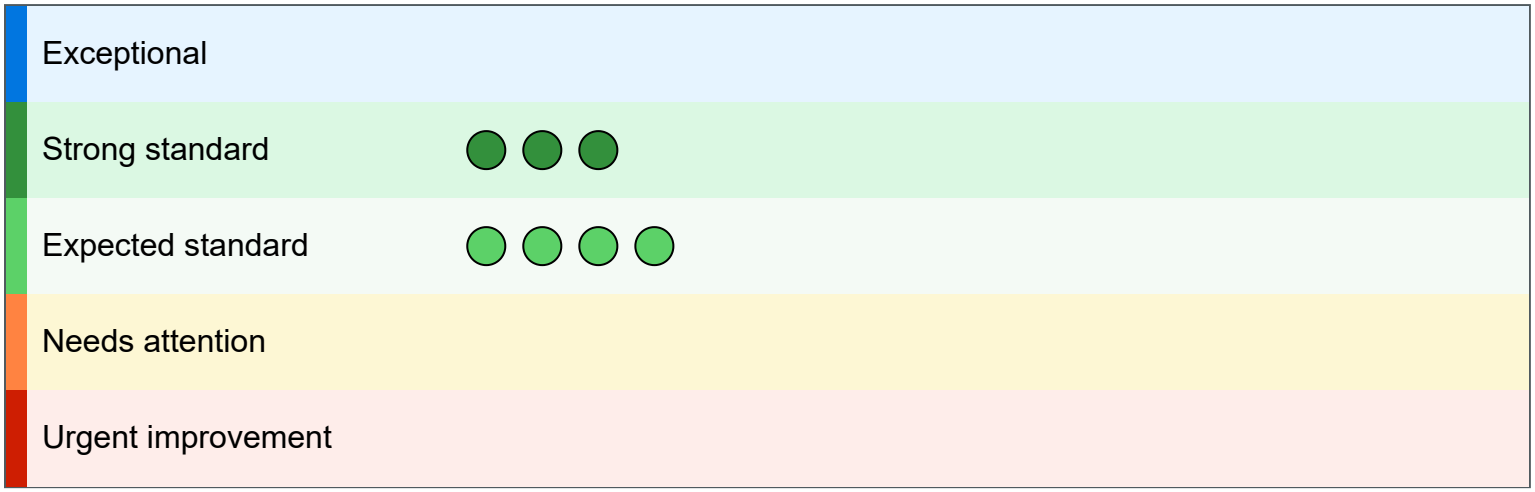
D'Eyncourt Primary School

Address: Mullett Road, Wednesfield, Wolverhampton, West Midlands, WV11 1DD

Unique reference number (URN): 145395

Inspection report: 9 September 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

Attendance and behaviour

Strong standard

Leaders promote the importance of attendance effectively. A wide range of incentives encourage pupils to attend regularly. Leaders analyse attendance information rigorously to identify patterns and act swiftly where pupils face barriers to attendance. They work closely with families and external agencies to provide timely support. Leaders' targeted actions have resulted in remarkable improvements in attendance for both individuals and groups of pupils. As a result, overall attendance is currently just above the national average and continues to improve.

Behaviour across the school is extremely positive. Classrooms are orderly and focused. Pupils show strong attitudes to learning. This is because leaders' high expectations and clear routines help pupils to understand what is expected of them. Staff apply the behaviour policy positively and consistently. Leaders adapt provision effectively for any pupils who need additional help.

Trusting relationships between staff and pupils mean that pupils feel safe and supported. Bullying is not accepted, and pupils are confident that staff deal with their concerns quickly and effectively. This means that pupils benefit from a calm, purposeful learning environment. They are respectful, responsible and ready to learn.

Inclusion

Strong standard

Leaders have established a highly inclusive culture where all pupils feel a real sense of belonging and can thrive. Pupils' needs and any barriers they may face are identified swiftly and accurately. This includes disadvantaged pupils, those with special educational needs and/or disabilities and those known (or previously known) to social care.

Staff are highly trained and knowledgeable. They know their pupils very well and have high expectations of all. Careful adaptations are made to teaching and the learning environment. This enables all pupils to access the full curriculum. Leaders work closely with external specialists to ensure pupils get the support they need. As a result, pupils' barriers to learning and wellbeing reduce over time.

The needs of pupils eligible for pupil premium funding are identified and addressed through academic, social and enrichment support. Leaders closely track progress and make sure that pupils also benefit from wider opportunities. Staff work effectively with parents and carers to overcome difficulties and ensure success.

Children known (or previously known) to children’s social care are very well supported. Leaders work with external agencies, including the virtual school, to meet pupils' needs. As a result, pupils flourish in their learning and wellbeing.

Personal development and wellbeing

Strong standard

Leaders are ambitious for pupils' personal development and wellbeing. They have established a comprehensive programme that is carefully tailored to meet the needs of all pupils. The personal, social, health and economic education curriculum is well planned and sequenced. Pupils speak with maturity and in detail about how to keep themselves safe online and in their local community. They have a secure understanding of fundamental British values. Pupils know the importance of tolerance and acceptance of the views and beliefs of others. They speak respectfully about different types of families and relationships.

Leaders' deep understanding of pupils and strong relationships with families enable them to identify pupils requiring additional support and act quickly. Pastoral care is highly effective. Pupils recognise its strength in reducing barriers to learning. They appreciate the many ways in which they are able to report concerns or worries. This wellbeing support enables them to become resilient, confident and independent learners.

Pupils enjoy taking part in a range of extra-curricular activities such as art, football, basketball and hockey. They have the opportunity to learn a musical instrument and take part in sports and reading competitions within the local area. A variety of educational trips and residential visits broaden pupils' experiences. Leaders ensure that all pupils, including disadvantaged pupils, those with special educational needs and/or disabilities and those known to children's social care, participate and benefit fully.

Pupils appreciate the opportunities they have to contribute to school life. They report that the roles they hold, for example as BEST ambassadors or on the eco committee, make them proud to be part of change and decision-making. They learn about a range of careers and understand how their schoolwork can help them to achieve their ambitions for the future. Pupils are very well prepared for life beyond school.

Expected standard

Achievement

Expected standard

Pupils at the school achieve well over time. The most recently available published outcomes show that pupils attain significantly above average in the reading and writing expected standards at the end of key stage 2. However, fewer pupils attain the higher standard. Disadvantaged pupils perform very well when compared with non-disadvantaged pupils nationally.

Leaders ensure pupils secure early foundations in reading and mathematics. This supports them to access the wider curriculum with increasing confidence as they move through the school. Pupils who need additional help to learn to read typically receive effective support. As a result, almost all of them catch up with their peers.

Pupils with special educational needs and/or disabilities achieve well from their starting points. Staff provide support that helps them to become more independent. This means that pupils are well prepared for their next stage of education and learning.

Curriculum and teaching

Expected standard

Leaders have ensured a broad and balanced curriculum is in place. It is well planned and sequenced, with clear end points that enable pupils to build on what they already know. Leaders carry out a range of monitoring and evaluation activities. As a result, they have an accurate understanding of the quality of the curriculum.

The curriculum is generally taught well. Leaders understand the need for high-quality teaching. They ensure that teacher's subject knowledge is secure by providing staff with a range of professional learning to support their practice.

Leaders make sure that all pupils are taught to read using phonics. Staff are well trained and support early readers effectively. Leaders and staff know which pupils need extra support and take timely action to address this.

Staff know pupils' needs and adapt their teaching to support them. This ensures all pupils can access their learning. Leaders monitor these adaptations carefully and make changes when needed.

Teachers check for understanding in lessons, although sometimes these checks could be more precise. They generally follow up on areas where pupils have not secured knowledge and understanding. As a result, pupils know more and remember more as they move through the curriculum.

Early years

Expected standard

Leaders prioritise the early years. Nursery provision has recently relocated to a separate building to enable further improvements. Alongside this, the early years curriculum has been updated to ensure clear progression from Nursery to Reception. There is a clear focus on communication and language and fine motor development. Leaders have identified these areas as priorities.

The curriculum is taught well. Leaders ensure that staff are trained and engage in high-quality interactions with children. Staff develop children's vocabulary effectively. They identify gaps in children's knowledge and understanding and address these quickly.

In Nursery, children are encouraged to develop a love of stories and poems. They practise fine motor skills and develop their mark-making ability. In Reception, children are taught to read using phonics. Carefully chosen texts support children's comprehension and writing skills. When working independently, children stay engaged in purposeful play. For example, they role play making telephone calls to family members in the home corner.

Children are well cared for. They are safe, secure and happy. By the end of the Reception Year, children are well prepared for the demands of Year 1.

Leadership and governance **Expected standard**

Leaders have established a clear vision in which pupils are at the heart of everything they do. Parents and carers are overwhelmingly positive about the school. They praise the school's nurturing ethos and appreciate the support provided for pupils with special educational needs. Staff describe a safe, well-led school where they feel valued, are treated fairly and receive high-quality professional learning. They appreciate the consideration leaders give to their workload and wellbeing and are proud to work at the school.

Senior leaders understand the school's strengths. They accurately identify priorities for improvement, although these could sometimes be more tightly focused. The impact of their work is evident in pupils' positive outcomes in national assessments at the end of Year 6. Leaders have worked hard to develop an environment where children achieve well, thrive and feel they belong.

Strategic oversight from the trust enables leaders and staff to benefit from wider collaboration and networking opportunities. Trust staff and those responsible for governance provide a suitable balance of support and challenge. They meet their statutory duties and have a clear understanding of the school's performance. Governors ask thoughtful questions and hold leaders to account while working constructively with them in the best interests of pupils.

Leaders and governors are committed to meeting future challenges. They are well placed to continue to develop provision and improve outcomes even further.

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

Pupils at D'Eyncourt Primary School are happy, safe and thriving. They embody the school's BEST values of 'Be kind and caring, Excel in learning, Show respect and Take on challenges'. Pupils get along well together at this friendly, welcoming school. They are very well cared for by staff and are at the heart of leaders' decision-making.

Pupils behave extremely well, both in lessons and at social times. They are polite, attentive, and treat each other with care and concern. Pupils describe a community built on kindness and respect where bullying is not tolerated. Adults listen to them and act swiftly to help when they have worries. As a result, pupils want to come to school and attend well.

Staff know pupils and their families very well. As a result, any barriers faced by pupils are identified quickly as soon as they start school. Support is put in place to ensure that all pupils, including those with special educational needs and/or disabilities, can succeed and thrive.

There is a broad and balanced curriculum in place, which is carefully planned to meet pupils' needs. Pupils, particularly those who are disadvantaged, achieve well and make secure progress across the curriculum. They participate keenly in lessons and enjoy their learning. Children in the early years settle quickly, follow routines and engage enthusiastically. As one child puts it, 'We just love learning!'

Pupils value the wide range of enriching experiences on offer. These include educational visits, leadership roles and extra-curricular clubs, which all pupils benefit from. These opportunities enable pupils to feel valued and included in school life. They strengthen pupils' sense of belonging and leave them very well prepared for their next stage of education and life in the wider world.

Next steps

- Leaders should ensure that teachers' checks on pupils' understanding are sufficiently precise, enabling pupils to deepen and secure their learning.
- Leaders should ensure that higher-attaining pupils consistently extend their knowledge and achieve highly.

About this inspection

This school is part of the Central Learning Partnership Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Georgetta Holloway, and overseen by a board of trustees, chaired by Robert Turton.

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 and assistant headteachers during the inspection. They also spoke with representatives of the trust, including the CEO, and representatives of the trust board.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Danielle Darby

Lead inspector:
Claire Medhurst, His Majesty's Inspector

Team inspectors:
Martin Spoor, Ofsted Inspector
Emma Titchener, His Majesty's 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 9 September 2026

School and pupil context

Total pupils

302
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: 268

School capacity

315
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)

32.17%
Close to average

What does this mean?

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

National average: 26.5%

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

3.31%
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: 4.1%

Pupils with special educational needs (SEN) support

9.93%
Below average

What does this mean?

The proportion of pupils with reported special educational needs support 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	72%	61%	Above
2024/25 (final)	70%	62%	Close to average
2023/24 (final)	72%	61%	Above
2022/23 (final)	76%	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	82%	74%	Above
2024/25 (final)	78%	75%	Close to average
2023/24 (final)	83%	74%	Above
2022/23 (final)	84%	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	82%	72%	Above
2024/25 (final)	80%	72%	Above
2023/24 (final)	80%	72%	Above
2022/23 (final)	87%	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	79%	73%	Close to average
2024/25 (final)	76%	74%	Close to average
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	80%	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	71%	46%	Above
2024/25 (final)	65%	47%	Above
2023/24 (final)	80%	46%	Above
2022/23 (final)	75%	44%	Above

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	83%	62%	Above
2024/25 (final)	75%	63%	Above
2023/24 (final)	90%	62%	Above
2022/23 (final)	92%	60%	Above

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	81%	59%	Above
2024/25 (final)	75%	59%	Above
2023/24 (final)	90%	58%	Above
2022/23 (final)	83%	58%	Above

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	76%	60%	Above
2024/25 (final)	75%	61%	Above
2023/24 (final)	80%	59%	Above
2022/23 (final)	75%	59%	Above

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	71%	68%	4 pp
2024/25 (final)	65%	69%	-4 pp
2023/24 (final)	80%	67%	13 pp
2022/23 (final)	75%	66%	9 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	83%	80%	4 pp
2024/25 (final)	75%	81%	-6 pp
2023/24 (final)	90%	80%	10 pp
2022/23 (final)	92%	78%	13 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	81%	78%	3 pp
2024/25 (final)	75%	78%	-3 pp
2023/24 (final)	90%	78%	12 pp
2022/23 (final)	83%	77%	6 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	76%	80%	-4 pp
2024/25 (final)	75%	81%	-6 pp
2023/24 (final)	80%	79%	1 pp
2022/23 (final)	75%	79%	-4 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)	5.4%	5.2%	Close to average
2023/24 (3 term)	5.0%	5.5%	Close to average
2022/23 (3 term)	6.6%	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 (3 term)	13.0%	13.0%	Close to average
2023/24 (3 term)	12.5%	14.6%	Close to average
2022/23 (3 term)	16.6%	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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