

Old Hill Primary School

Address: Lawrence Lane, Cradley Heath, West Midlands, B64 6DR

Unique reference number (URN): 103952

Inspection report: 9 June 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.

Strong standard ●

Early years

Strong standard ●

Relationships with families are effective. For example, children and their families enjoy taking part in the 'Buddy Bear' initiative, where Buddy Bear joins in family activities at home. Children then love sharing their adventures with their classmates. This helps to develop children's confidence and strengthens links with school. Routines are well established, and children feel safe, happy and ready to learn.

The curriculum is well organised and engaging. It responds to children's interests, such as space to capture their imagination. Children explore ideas through purposeful activities. For example, they use the 'question cuboid', which contains objects such as a beanstalk, to prompt discussion about why it grows in one environment and wilts in another. These experiences support language development and curiosity.

Children get off to a positive start in the early years. Teaching supports learning very well. Adults model vocabulary clearly and encourage children to speak in full sentences. Children learn to use phonics to read and show increasing confidence in early writing and number. Staff identify children's needs quickly and provide effective support. As a result, children, including those with special educational needs and/or disabilities, engage successfully in learning and make very positive progress from their starting points. This prepares them well for Year 1.

Personal development and wellbeing

Strong standard ●

Pupils' personal development and wellbeing sit at the core of the school's work. Across the school, pupils benefit from a range of meaningful opportunities that help them grow in confidence and take responsibility. They are proud of the roles they hold, such as school council members. They speak enthusiastically about having a say in school life, for example by sharing ideas through suggestion boxes. Pupils understand how these opportunities help them to improve their school community.

The programme supporting pupils' wider development is thoughtfully planned. Through lessons, pupils learn about values such as respect, equality and different beliefs. They understand key British values, such as democracy, and apply these through experiences such as voting and making shared decisions. These opportunities help pupils to develop a strong sense of fairness and consideration for others.

Keeping pupils safe is given high priority. Pupils learn about online safety, healthy relationships and risks such as fire through assemblies and visiting speakers. They explain confidently how to keep themselves safe and know who they can turn to if they need support. Pupils say that staff look after them well and help them when they need it.

There is a varied programme of experiences that enhance pupils' personal development. Pupils learn instruments such as keyboards and violins and perform for parents and the wider community. They speak proudly about performing at the summer festival, where they showcase their musical talents. Pupils also enjoy taking part in sports events and trips. Leaders keep a close eye on who is taking part and make sure that all pupils have the

chance to join in. They also listen to pupils' views to understand what they enjoy and what could be improved. This helps to ensure that the activities offered match pupils' interests and support their aspirations.

Expected standard

Achievement

Expected standard 

Pupils typically achieve well. By the end of Year 6, pupils, including those who are disadvantaged, typically reach expected standards in reading and writing. Outcomes in mathematics are above national averages. Over time, pupils with special educational needs and/or disabilities make steady progress from their starting points.

Leaders have taken appropriate action to address weaker outcomes in the Year 4 multiplication tables check. Leaders have introduced regular practice and targeted support to improve pupils' recall of multiplication facts. As a result, pupils are becoming more confident in recalling key facts. Outcomes in the Year 1 phonics check are in line with national expectations.

Pupils' work shows they develop secure knowledge and skills in reading and mathematics. Improvements in writing, including spelling, are becoming increasingly evident. Art is a strength, with pupils producing work of a high standard. However, in some other wider curriculum subjects, higher-attaining pupils do not develop their knowledge as deeply as they could.

Attendance and behaviour

Expected standard 

Most pupils attend school regularly. Leaders work closely with families to promote good attendance and tackle barriers quickly. For example, they provide practical support and rewards, such as bowling vouchers, to encourage regular attendance. Leaders monitor attendance closely and identify pupils at risk of absence quickly. Staff carry out home visits and provide tailored support to reduce barriers to attendance. A small number of pupils have particularly low attendance. As a result, the school's overall attendance figures are lower than they would otherwise be. Leaders' work with these pupils is leading to marked improvements in their attendance.

Pupils behave generally well and show positive attitudes to learning. In lessons, most pupils remain attentive and approach their work with determination. Occasionally, some pupils lose focus. Around the school, pupils move sensibly and speak to each other respectfully. During breaks, they play cooperatively and enjoy shared activities, such as building sandcastles, playing team games and dancing to music. These activities support positive relationships. Bullying is rare and any unkind behaviour is dealt with quickly. Staff provide effective support, such as emotion coaching, to help pupils manage their emotions and take part successfully in school life.

Curriculum and teaching

Expected standard 

The curriculum is well organised so that pupils build their knowledge logically over time. Leaders have prioritised helping pupils to secure strong foundations in reading, writing and mathematics. They have introduced improvements that are making a positive difference. For example, a greater emphasis on multiplication is helping pupils to develop fluency and recall key facts accurately.

Teaching supports pupils' communication and language well. Pupils explain their thinking clearly and use the correct vocabulary, for example when discussing scientific concepts. Reading is taught effectively. Phonics is delivered consistently, and staff provide timely support for pupils who need to catch up. As a result, most pupils read fluently and understand what they read.

Teachers help pupils to improve their writing through clear demonstrations and regular practice. Leaders' work to strengthen spelling is leading to improvements, although this is not yet consistent across classes.

Teaching usually enables pupils to engage successfully in learning. Typically, staff select suitable resources to help pupils with special educational needs and/or disabilities learn the same curriculum as their classmates. Sometimes, teaching in some wider curriculum subjects does not build well enough on what pupils already know and can do. This means that some pupils do not build their knowledge as securely as they could.

Inclusion

Expected standard 

Leaders have established a caring and inclusive ethos where staff know pupils well. They work effectively with families and external professionals to understand pupils' individual needs and to reduce barriers to learning. As a result, pupils, including the most vulnerable, feel supported and engage positively in school life.

Leaders identify pupils' needs promptly and put appropriate support in place quickly. Typically, staff use practical strategies such as visual aids and sentence prompts to help pupils access learning successfully. Over time, these approaches, alongside additional support, enable pupils with special educational needs and/or disabilities (SEND) to make secure progress from their starting points. However, there are occasions where adults do too much for pupils with SEND. This limits pupils' opportunities to work independently.

Provision for pupils with the most complex needs is effective. Pupils receive tailored activities and support to communicate their ideas. This helps pupils to build confidence and secure their learning across the curriculum. This personalised provision also has a positive impact on pupils' attendance, engagement and wider development.

Leaders use additional funding carefully to support disadvantaged pupils. For example, they provide targeted academic support. This helps disadvantaged pupils to achieve well and participate fully in school activities.

Leaders have an accurate understanding of the school's strengths and priorities for improvement. They make decisions that take full account of pupils' needs and the school community. Leaders are particularly passionate about broadening pupils' horizons through first-hand experiences. Leaders prioritise staff development and wellbeing. Staff benefit from relevant professional learning linked to school priorities, and many report that leaders are mindful of workload.

Some leaders are new to their roles and are developing their expertise with support from senior leaders. They are beginning to contribute more effectively to school improvement. However, this work is not yet consistently embedded across all areas.

Leaders have taken purposeful action to close gaps in learning and improve attendance further. They have worked with external professionals to provide tailored provision for pupils with the most complex needs. These actions are having a positive impact on pupils' progress and helping more pupils attend school regularly.

Governors understand their responsibilities and increasingly provide appropriate support and challenge. They keep a check on key priorities, including safeguarding, and fulfil their statutory duties well. Leaders and governors engage positively with parents and the wider community. Parents value the community events and the care shown to their children.

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

Pupils speak warmly about Old Hill and feel part of a welcoming and supportive community. They build positive relationships with staff and one another. This helps them feel included in daily school life. Pupils value the opportunities they have to contribute to the work of the school by taking on roles such as wellbeing champions. Roles such as these strengthen their sense of belonging.

Pupils enjoy learning and generally engage well in lessons. They understand how their knowledge is developing, for example when recalling key facts in mathematics. Pupils show enthusiasm for acquiring new vocabulary and confidently apply it in their writing. By the end of Year 6, pupils are well prepared for their next steps in education. Overall, pupils with special educational needs and/or disabilities generally achieve well from their starting points.

Pupils behave well and typically show positive attitudes to learning. They follow classroom routines and work cooperatively. Social times are calm and purposeful, with pupils playing harmoniously. Incidents of bullying are uncommon. As a result, pupils feel safe and confident that they will be supported if needed. Most pupils attend regularly and understand why this is important.

Pupils benefit from a range of wider experiences beyond lessons. Pupils of all ages make regular use of the school's woodland area, where they explore the natural environment and build structures using available materials. They learn to use tools safely and develop practical skills, resilience and teamwork. Pupils enjoy singing in the local church and for residents in a nearby care home. Pupils speak proudly about how these experiences bring

enjoyment to others and help them feel part of the wider community. These opportunities support pupils to develop confidence, empathy and a willingness to try new things.

Next steps

- Leaders should strengthen staff's use of adaptive practice so that pupils with special educational needs and/or disabilities become increasingly independent in their learning.
 - To deepen pupils' understanding, particularly for higher attaining pupils, leaders should ensure learning in the wider curriculum consistently builds on what pupils already know and can do.
 - Senior leaders and governors should continue to strengthen leadership expertise, particularly in subject leadership, so that all leaders contribute more effectively to school improvement.
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About this inspection

The chair of the board of governors in this school is Asif Ilyas.

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.

Inspection activities:

Inspectors spoke with senior leaders, leaders, staff, governors and a representative from the local authority. They also spoke with parents, carers and pupils.

The inspectors confirmed the following information about the school:

Since the previous inspection, the school has experienced significant changes in staffing. The headteacher and deputy headteacher were both appointed in September 2022. Both had previously been members of the school staff. Most other leaders and most class teachers have been appointed since the last inspection.

The school does not use any alternative provision.

Headteacher: Craig Westby

Lead inspector:

Usha Devi, His Majesty's Inspector

Team inspectors:

Lynda Townsend, Ofsted Inspector

Lesley Yates, 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 9 June 2026

School and pupil context

Total pupils

248

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

210

Below 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)

35.10%

Above 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

3.23%

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

5.65%

Well below average

What does this mean?

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

National average: 15%

Location deprivation

Well above 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	66%	61%	Close to average
2024/25 (final)	72%	62%	Above
2023/24 (final)	70%	61%	Above
2022/23 (final)	57%	60%	Close to average

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%	74%	Close to average
2024/25 (final)	79%	75%	Close to average
2023/24 (final)	80%	74%	Close to average
2022/23 (final)	63%	73%	Below

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	73%	72%	Close to average
2024/25 (final)	79%	72%	Above
2023/24 (final)	80%	72%	Above
2022/23 (final)	60%	71%	Below

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	85%	73%	Above
2024/25 (final)	86%	74%	Above
2023/24 (final)	87%	73%	Above
2022/23 (final)	83%	73%	Above

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	50%	46%	Close to average
2024/25 (final)	58%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	56%	46%	Close to average
2022/23 (final)	38%	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)	67%	63%	Close to average
2023/24 (final)	72%	62%	Close to average
2022/23 (final)	44%	60%	Below

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	57%	59%	Close to average
2024/25 (final)	58%	59%	Close to average
2023/24 (final)	67%	58%	Close to average
2022/23 (final)	44%	58%	Below

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	74%	60%	Above
2024/25 (final)	67%	61%	Close to average
2023/24 (final)	78%	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	50%	68%	-18 pp
2024/25 (final)	58%	69%	-11 pp
2023/24 (final)	56%	67%	-12 pp
2022/23 (final)	38%	66%	-29 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)	67%	81%	-14 pp
2023/24 (final)	72%	80%	-7 pp
2022/23 (final)	44%	78%	-35 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	57%	78%	-21 pp
2024/25 (final)	58%	78%	-20 pp
2023/24 (final)	67%	78%	-11 pp
2022/23 (final)	44%	77%	-34 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	74%	80%	-6 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	78%	79%	-2 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
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)	6.0%	5.2%	Above
2023/24 (3 term)	6.0%	5.5%	Close to average
2022/23 (3 term)	6.5%	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)	14.8%	13.0%	Close to average
2023/24 (3 term)	17.5%	14.6%	Close to average
2022/23 (3 term)	21.2%	16.2%	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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