

Wilkinson Primary School

Address: Walter Road, Bradley, Bilston, West Midlands, WV14 8UR

Unique reference number (URN): 104325

Inspection report: 10 February 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

Attendance and behaviour

Strong standard 

Leaders' sustained focus on attendance has secured a positive and improving picture across the school. Early identification of pupils at risk of persistent absence and timely, supportive engagement with families and external professionals, reduce barriers to regular attendance. Leaders have established a culture where being in school every day is expected and valued. Celebration days, the attendance cup and a wide range of themed events help to remove barriers to engagement. They foster belonging, motivation and pride. Therefore, attendance continues to improve and persistent absence is decreasing. Consequently, pupils, particularly those who are vulnerable or disadvantaged, are better able to access learning consistently and achieve well.

Pupil behaviour across the school is impeccable. Leaders create a calm, orderly and respectful environment. Clear expectations, strong relationships and a culture of positivity enables pupils to flourish. Pupils demonstrate positive attitudes to learning. They feel safe and valued in an environment where discrimination is not tolerated. Staff demonstrate a strong and consistent understanding of the school's behaviour policy. They apply it fairly and confidently. Staff know pupils well. If necessary, staff provide consistent, tailored support to improve pupils' behaviour.

Expected standard

Achievement

Expected standard 

Over time, pupils typically learn well across all subjects of the school's curriculum. They are proud of their achievements and keen to share these with others. Pupils develop a breadth of knowledge which prepares them well for secondary school.

Pupils learn important language and vocabulary, which underpins all learning. They establish firm foundations in reading, writing and mathematics from the start. A well-implemented phonics programme ensures that pupils learn to read fluently.

Many pupils achieve well in national curriculum tests. On the whole, pupils in Years 1 and 2 typically achieve well in the phonics. Pupils in Year 6 in particular have much to celebrate with regard to their achievement. They achieve well above those nationally in writing and mathematics. Disadvantaged pupils effectively close gaps in achievement with their peers.

Curriculum and teaching

Expected standard 

Leaders have constructed a well-sequenced curriculum which typically builds pupils learning well over time. They ensure that staff have effective knowledge of what to teach and when. Staff focus on important subject-specific vocabulary. Leaders have an accurate understanding of how well pupils are learning across the curriculum.

Leaders ensure that staff build important foundations for learning for pupils in mathematics and English. Staff ensure that as soon as possible pupils secure spelling and handwriting skills in English and learn to become fluent mathematicians. Those few pupils who need to catch up with regard to these important aspects of learning receive specific support to do so.

Staff make regular checks on pupils' learning. Often they are able to address any misconceptions or gaps as they occur in lessons. However, on occasion, staff are not adept at then using this information to tailor activities to pupils' needs in future lessons. When this occurs, it has an impact on pupils' learning.

Staff make adaptations to ensure that pupils with special educational needs and/or disabilities, or who are vulnerable, learn successfully alongside their peers. They use resources effectively so that pupils can concentrate on subject-specific learning.

Early years

Expected standard 

Leaders establish firm foundations for children from the moment they start school. This prepares them well for later school life. From the two-year-old provision, children successfully learn across all seven areas of learning. There is a focus on developing children's personal, social and emotional development. For example, children in the two-year-old provision quickly learn the room's routines and how to access equipment. By the time they are in Reception, children are keen independent learners who can sustain their concentration.

Children in Nursery learn songs and play with sounds in order to ensure that they are ready to learn phonics in Reception. Children receive targeted support in phonics so as they catch up with their peers if necessary.

Staff develop children's vocabulary through the use of 'commentary', where they talk and model topic and task-related vocabulary. Children respond positively to this.

Staff typically interact well with children in their play to secure children's previous learning. They plan suitable activities to ensure children secure learning or address any gaps they may have in further group work.

Leaders establish positive relationships with parents from the start. For example, parents come in to school weekly for 'read with me' sessions with their child.

Inclusion

Expected standard 

Leaders identify vulnerable pupils' needs and any barriers they may face quickly and accurately. There has recently been an increase in the number of pupils with special educational needs and/or disabilities (SEND) in school. This is partly because procedures to identify need have improved significantly. Leaders ensure that pupils' needs are well understood and addressed, for example through the use of 'one-page profiles' for pupils with SEND.

Leaders have clear systems and processes to monitor pupils' progress. They work closely with external specialists. This ensures pupils receive timely and effective support. Staff are

well trained and knowledgeable about pupils' needs. They make careful adaptations to their teaching and the environment. This enables pupils to access the full curriculum. As a result, pupils' barriers to learning and wellbeing reduce over time.

Funding for disadvantaged pupils has a positive impact on both their personal and academic outcomes. A wide range of support is in place for pupils depending on their needs. Pupils known (or previously known) to children's social care are supported well. Leaders work together with external agencies, including the virtual school, to meet pupils' needs and improve their learning and wellbeing.

Leadership and governance

Expected standard 

Leaders are passionate and committed to provide the best opportunities and education for pupils. They put pupils' needs at the centre of all decision-making, particularly those who are disadvantaged or have special educational needs and/or disabilities. Since the appointment of new school leaders, the school has improved at a pace. This is because leaders have identified the right priorities and are addressing them effectively.

Subject leaders have an accurate understanding of how well pupils are learning across the curriculum over time. As a result, leaders have made changes to some subject curriculums in order to enable pupils to learn and remember more effectively. However, these changes are at an early stage of implementation. Consequently, leaders know that in some subjects pupils could learn even better.

Leaders provide a range of suitable professional learning for staff. Professional learning is evidence informed. It both ensures that they are well trained to carry out their specific role as well as enabling the school to fulfil its school development priorities.

Governors know the community the school serves very well. They are determined that pupils should have high aspirations and achieve well. They carry out a range of activity, including link visits, to ensure that this is the case.

Staff feel valued and listened to. Leaders are considerate of staff wellbeing and workload. One member of staff represented the views of many members of staff when they stated, 'Leaders have reduced workload, improved staff wellbeing, and allowed feedback to children to be more purposeful.'

Personal development and wellbeing

Expected standard 

The school's personal development offer is well designed and coherent. It equips pupils with the knowledge and experiences they need to respect others, develop their social skills and enhance their appreciation of culture and heritage. Pupils talk about the importance of treating everyone equally. They appreciate the wide range of opportunities on offer to them during their time at the school.

Leaders rightly identified the need to update the school's personal, social, health and economic education and relationships and sex education and health education curriculums. These curriculums are well sequenced and adapted to meet pupils' needs. Pupils are developing their knowledge as a consequence. They understand the difference between

healthy and unhealthy friendships. Pupils know how to manage risks to their wellbeing, both online and offline. They have an awareness of how to stay physically and mentally healthy. Pupils recognise the difference between right and wrong.

Leaders go out of their way to ensure pupils access a wide range of experiences while at school, many of which they may not otherwise encounter. For example, an annual residential visit to Wales encompasses a castle, a slate mine, a beach and a mountain walk. Leaders enrich each topic with a related visit and bring a variety of visitors into school, such as poets and historians. These experiences motivate pupils and spark their curiosity.

Careful thought ensures that all pupils, particularly disadvantaged pupils, those with special educational needs and/or disabilities and those known (or previously known) to children's social care, are able to take part in the full breadth of opportunities available. Leaders are constantly looking to expand their provision to ensure that pupils are as well-equipped as possible for later life.

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

Wilkinson Primary is a happy, welcoming and nurturing school, where pupils build firm foundations for later life and learning. Leaders establish positive relationships with pupils and their families as early as possible. They know that these relationships are vital if pupils are to succeed. Pupils feel safe and well cared for in school. Many parents value the school and its place in the community. Pupils benefit from the school focusing on their individual needs. Pupils and their families receive effective support to overcome barriers to learning or wellbeing. As a consequence of these effective partnerships, pupils rise to leaders' high expectations of them and are committed to the school motto of 'showing pride and respect in all that we do'.

Pupils are encouraged to be aspirational and to achieve well in school and later life. Underpinning all the school's work are its ASPIRE values. Pupils know these values are important. They are regularly rewarded for demonstrating them and recognise how they will help them in their working lives. Pupils are keen to succeed in all aspects of school life. Their behaviour is impeccable in class and at social times. Bullying is extremely rare and dealt with well. Pupils attend school regularly. They do so because they love school life and learning.

Pupils are offered a range of leadership roles, including being activity leaders, digital ambassadors and school councillors. This gives pupils a real sense of responsibility. In addition, pupils' horizons are widened through 'do something new' activities such as sewing, gardening and orienteering.

Next steps

- Leaders should continue to support staff in ensuring that the checks that they make on pupils' learning are used consistently well to plan pupils' next steps.

- Leaders should further support subject leaders in enhancing and developing their subjects so that pupils remember important key knowledge over time.
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About this inspection

The chair of the board of governors in this school is Andrew Foster.

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 school leaders, including the headteacher, assistant headteachers and other leaders during the inspection. The lead inspector spoke with members of the governing body, including the chair of the governing body. An inspector also spoke with a representative of the local authority.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

The school has undergone a significant change since the last inspection. The current headteacher has been in post since April 2024.

Headteacher: Hazel Richards

Lead inspector:

Barry Yeardsley, His Majesty's Inspector

Team inspectors:

Helen Lowe, Ofsted Inspector

Claire Medhurst, His Majesty's Inspector

Jo Evans, 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 10 February 2026

School and pupil context

Total pupils

491

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

420

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)

46.67%

Well 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

0.61%

Well 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

16.90%

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

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	65%	61%	Close to average
2024/25 (revised)	72%	62%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	66%	61%	Close to average
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	79%	74%	Close to average
2024/25 (revised)	84%	75%	Above
2023/24 (final)	85%	74%	Above
2022/23 (final)	67%	73%	Close to average

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	80%	72%	Above
2024/25 (revised)	82%	72%	Above
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	81%	73%	Above
2024/25 (revised)	89%	74%	Above
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	78%	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	51%	46%	Close to average
2024/25 (revised)	59%	47%	Close to average
2023/24 (final)	55%	46%	Close to average
2022/23 (final)	33%	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	74%	62%	Above
2024/25 (revised)	78%	63%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	81%	62%	Above
2022/23 (final)	58%	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	72%	59%	Above
2024/25 (revised)	75%	59%	Above
2023/24 (final)	71%	58%	Above
2022/23 (final)	71%	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	71%	60%	Above
2024/25 (revised)	84%	61%	Above
2023/24 (final)	68%	59%	Close to average
2022/23 (final)	58%	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	51%	68%	-17 pp
2024/25 (revised)	59%	69%	-10 pp
2023/24 (final)	55%	67%	-13 pp
2022/23 (final)	33%	66%	-33 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	74%	80%	-6 pp
2024/25 (revised)	78%	81%	-3 pp
2023/24 (final)	81%	80%	1 pp
2022/23 (final)	58%	78%	-20 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	72%	78%	-5 pp
2024/25 (revised)	75%	78%	-3 pp
2023/24 (final)	71%	78%	-7 pp
2022/23 (final)	71%	77%	-7 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	71%	80%	-8 pp
2024/25 (revised)	84%	81%	4 pp
2023/24 (final)	68%	79%	-12 pp
2022/23 (final)	58%	79%	-21 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 (2 term)	4.4%	5.2%	Below
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	5.6%	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 (2 term)	10.6%	13.3%	Close to average
2023/24 (3 term)	16.5%	14.6%	Close to average
2022/23 (3 term)	17.3%	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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