

Pennyhill Primary School

Address: Hollyhedge Road, Pennyhill Primary School, West Bromwich, West Midlands, B71 3BU

Unique reference number (URN): 135215

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 ●

Children get off to a flying start in the early years, where they feel happy, safe and ready to learn. Caring and experienced leaders make sure that every child receives the right support. They carefully plan learning and regularly check progress to ensure all children, including those who need extra help, are well supported and included.

Children follow an engaging and well-planned curriculum that builds strong early skills in communication, reading and mathematics. Children enjoy singing familiar songs, sharing stories and practising counting through games, role play and practical activities. Staff interact warmly with children, modelling language and introducing new vocabulary. These experiences help children develop language, early reading and mathematical knowledge.

Children make excellent progress from their starting points and quickly develop independence. They learn to recognise numbers, write their names and work cooperatively with others. Children with special educational needs and/or disabilities and those who may be disadvantaged are fully included and benefit from tailored support that helps them succeed.

Strong routines, caring relationships and close partnerships with families help children feel secure and settled. As a result, children enjoy learning, behave well and are well prepared, confident and excited for the move into Year 1.

Personal development and wellbeing

Strong standard ●

Leaders take a purposeful and thoughtful approach to personal development and wellbeing. They make this a clear priority and ensure it runs through the whole curriculum. Through the structured personal, social, health and economic (PSHE) education curriculum, pupils learn how to stay safe and look after their mental health. They also learn how to build healthy relationships. Pupils talk confidently, for example, about respectful friendships. They understand how to stay safe online and can explain risks in age-appropriate ways. They also know they must report concerns straight away.

Pupils' spiritual, moral, social and cultural development is a real strength. Teachers plan regular opportunities for discussion and reflection. These help pupils explore diversity, equality and global issues. Workshops and real-life examples make learning meaningful. Pupils show inclusive attitudes and challenge stereotypes with confidence. They also understand fundamental British values. They talk naturally about democracy through class voting and shared decision-making.

The wider curriculum offers rich experiences that build pupils' confidence and character. They enjoy visits to museums, gardens and farms. Many take part in sports and music. Leaders check participation carefully to make sure all pupils can take part. This includes pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged. These opportunities help pupils develop new interests and feel proud of their achievements.

Pastoral support is highly effective. Staff know pupils very well and respond quickly when they need help. They work with pupils on understanding their emotions and choosing positive ways to respond. Trusted adults and regular check-ins help pupils feel safe and valued. Leaders also ensure that pupils with SEND, disadvantaged pupils and looked-after children have equal access to enrichment and leadership roles. This inclusive approach helps pupils grow in confidence, resilience and ambition.

Expected standard

Achievement

Expected standard 

Pupils achieve well across the school. Most pupils, including those with special educational needs and/or disabilities and those who join the school during the year, build their knowledge securely and keep up with their learning. Disadvantaged pupils do particularly well. Gaps between them and other pupils are closing because of the effective support they receive. By the end of Year 6, pupils reach standards similar to those seen nationally. This means they are well prepared for the move to secondary school.

Pupils develop secure basic skills in reading, writing and mathematics. For example, they become confident, fluent readers through a clear focus on phonics and early reading, which helps them succeed across all subjects. Pupils remember what they have learned and enjoy talking about their work. Improvements in teaching, especially in mathematics, are helping pupils understand concepts more deeply. This means they are well prepared for the next stage of their education.

Attendance and behaviour

Expected standard 

Leaders take attendance seriously and work thoughtfully with families to help pupils attend regularly. They routinely check attendance information and look closely at patterns for the whole school and for groups of pupils. This helps them spot concerns early. Leaders act quickly when pupils' attendance starts to fall. They use a range of support, such as early help services and individual plans for pupils and families who need extra guidance.

Attendance is improving over time. Some groups, including pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils, now attend in line with national figures. This shows that leaders' work is making a real difference for pupils who may face barriers to attending school. Leaders also make careful adjustments for pupils with more complex needs to help them stay engaged.

Pupils behave very well across the school. They follow routines, show positive attitudes to learning and treat others with respect. Staff deal with any unkind behaviour or bullying quickly and fairly. Pupils trust adults to help them. Leaders look closely at behaviour patterns and use this information to provide extra support, especially for pupils with SEND. Staff model calm, consistent behaviour and pupils understand the school's approach. They talk confidently about repairing relationships and learning from mistakes. This creates an

inclusive and orderly environment where pupils feel safe, stay focused and enjoy their learning.

Curriculum and teaching

Expected standard 

Leaders have a clear and accurate understanding of the quality of teaching and the curriculum. They act promptly when they identify areas that need strengthening. Leaders ensure that all subjects are planned carefully so that pupils build knowledge and skills in a logical order. In mathematics, for example, leaders have strengthened how learning is organised. Regular practice and well-designed tasks help pupils to develop secure knowledge and deepen their understanding.

Classrooms are calm and purposeful and routines help pupils stay focused. In phonics, staff model sounds accurately and use consistent vocabulary. This enables younger pupils to use their phonics knowledge to read unfamiliar words confidently. Although teachers check understanding, this does not always happen consistently in all classes. As a result, some misconceptions continue for longer than they should.

Leaders continue to prioritise secure foundations. Pupils who need extra help receive timely support so they do not fall behind. Adaptations such as smaller learning steps, visual prompts and targeted adult support help all pupils access learning successfully. Pupils benefit from a broad and well-planned curriculum. This means they continue to build knowledge and skills over time through an increasingly inclusive and well-structured approach to learning.

Inclusion

Expected standard 

Pupils benefit from a highly caring and inclusive approach. Adults know them well and respond quickly to their needs. Staff act as soon as any concern arises, putting support in place quickly and adjusting it as needed. This helps pupils to feel understood and make confident progress without delay. In lessons, pupils with special educational needs and/or disabilities are supported effectively through clear explanations, helpful prompts and additional adult guidance. This means they can join in successfully alongside their classmates.

Pupils who face additional challenges, including those known to social care and pupils with social and emotional needs, feel well supported. For example, pupils work with trusted adults, take part in programmes that build confidence, and use welcoming spaces such as the nurture room to develop friendships and manage feelings. This helps pupils feel safe, happy and ready to learn.

Disadvantaged pupils achieve well because funding is used thoughtfully. Extra help with reading and vocabulary, as well as opportunities such as music, gardening and fully funded trips, helps them to participate fully in school life. Those with more complex needs thrive in the Nest, where they receive highly personalised support. This includes communication tools, structured routines and a calm environment tailored to their needs. Positive links with external services ensure families feel supported and pupils flourish.

Leaders and governors work together with a clear and caring focus on what is best for pupils. They understand the school's strengths and challenges well. They have rightly prioritised improving attendance and achievement and their actions are making a positive difference. For example, attendance is rising for key groups, helping more pupils benefit fully from school.

Leaders have consistently high expectations for all pupils and act as positive role models in everything they do. They set a clear example through their commitment, professionalism and belief that every pupil can succeed. Leaders provide carefully tailored support where needed. Pupils who attend alternative provision, for example, receive a blend of academic and pastoral support so they remain engaged and feel included. Effective safeguarding systems ensure pupils are safe, with staff acting quickly and confidently when concerns arise.

Staff feel valued and supported. Leaders prioritise wellbeing by reducing unnecessary workload and listening to staff views. High-quality training helps teachers and support staff continually improve their practice. As a result, staff feel confident in their roles and work together effectively to support pupils' learning and success.

Governors play a highly effective and proactive role in the school's success. They visit regularly, check the quality of education and ensure that all legal responsibilities, including safeguarding, are fully met. Leaders and governors are working hard to build strong, trusting relationships with families and the wider community. Governors provide both support and challenge, using their deep understanding of the school to hold leaders to account while championing the best outcomes for pupils.

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

'Enjoy, Respect, Achieve' shapes daily life at Pennyhill. Pupils feel happy, included and able to thrive from the moment they join the school. Pupils get off to a positive start in Nursery and Reception. They enjoy sharing stories, singing favourite rhymes and taking part in role play, such as acting out familiar stories, which builds their language and confidence. Calm routines help pupils feel safe and ready to learn. Pupils quickly develop early reading and phonics skills and take part in lessons with enthusiasm, curiosity and growing independence.

Pupils continue to enjoy their learning as they move through the school. They build knowledge securely over time and become confident readers. For example, many talk with pride about books they have read and explain their ideas clearly in subjects such as science and history. Most pupils achieve well from their starting points. Disadvantaged pupils do particularly well because of very effective support. By the time they leave, pupils are well prepared for their next steps.

Pupils feel a strong sense of belonging. Strong relationships with staff and each other help them to take part fully in school life. Pupils enjoy a range of experiences, including trips,

clubs, sports and residential visits. Many take on leadership roles, such as school councillors helping to improve playtimes or eco monitors encouraging recycling, which develops confidence and responsibility. Pupils with special educational needs and/or disabilities receive effective support to help them take part successfully.

Pupils behave well and show respect for others. They feel safe and trust adults to help them quickly if needed. Bullying is rare and dealt with effectively. Pupils understand the importance of coming to school every day. They respond well to rewards such as attendance celebrations and enjoy starting the day with breakfast club, which helps them arrive on time and ready to learn. Attendance is improving over time, helping more pupils to benefit fully from their learning.

Next steps

- Leaders should ensure staff identify and address pupils' mistakes and misconceptions quickly so that gaps in understanding do not become embedded.
 - Leaders should continue to work closely with families whose children attend less regularly so that attendance continues to improve.
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About this inspection

Information about this inspection:

The chair of the board of governors in this school is Jagjeet Padam.

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, the deputy headteachers, the assistant headteachers, the school business manager and the attendance officer during the inspection. They also spoke with the chair of governors and representatives of the local governing body, a representative from the local authority and a member of staff from alternative provision.

The inspectors confirmed the following information about the school:

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

Headteacher: Elaine Williams

Lead inspector:

Su Plant, His Majesty's Inspector

Team inspectors:

Russell Hinton, Ofsted Inspector

Jess Chambers, His Majesty's Inspector

Andrea Hales, 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

658

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

660

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)

43.28%

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

1.37%

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

13.53%

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

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	56%	61%	Close to average
2024/25 (final)	52%	62%	Below
2023/24 (final)	55%	61%	Close to average
2022/23 (final)	60%	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	71%	74%	Close to average
2024/25 (final)	64%	75%	Below
2023/24 (final)	72%	74%	Close to average
2022/23 (final)	77%	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	74%	72%	Close to average
2024/25 (final)	76%	72%	Close to average
2023/24 (final)	74%	72%	Close to average
2022/23 (final)	73%	71%	Close to average

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	64%	73%	Below
2024/25 (final)	64%	74%	Below
2023/24 (final)	67%	73%	Close to average
2022/23 (final)	61%	73%	Below

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	44%	46%	Close to average
2024/25 (final)	42%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	37%	46%	Close to average
2022/23 (final)	53%	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	62%	62%	Close to average
2024/25 (final)	56%	63%	Close to average
2023/24 (final)	61%	62%	Close to average
2022/23 (final)	70%	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	62%	59%	Close to average
2024/25 (final)	62%	59%	Close to average
2023/24 (final)	61%	58%	Close to average
2022/23 (final)	64%	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)	49%	61%	Close to average
2023/24 (final)	48%	59%	Close to average
2022/23 (final)	53%	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	44%	68%	-23 pp
2024/25 (final)	42%	69%	-27 pp
2023/24 (final)	37%	67%	-30 pp
2022/23 (final)	53%	66%	-13 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	62%	80%	-17 pp
2024/25 (final)	56%	81%	-25 pp
2023/24 (final)	61%	80%	-19 pp
2022/23 (final)	70%	78%	-8 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	62%	78%	-15 pp
2024/25 (final)	62%	78%	-16 pp
2023/24 (final)	61%	78%	-17 pp
2022/23 (final)	64%	77%	-14 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)	49%	81%	-32 pp
2023/24 (final)	48%	79%	-32 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	53%	79%	-26 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)	6.4%	5.2%	Above
2023/24 (3 term)	6.6%	5.5%	Above
2022/23 (3 term)	8.3%	5.9%	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 (3 term)	18.1%	13.0%	Above
2023/24 (3 term)	21.3%	14.6%	Above
2022/23 (3 term)	28.3%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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