

Amblecote Primary School

Address: School Drive, Amblecote, Stourbridge, West Midlands, DY8 4DQ

Unique reference number (URN): 103806

Inspection report: 12 May 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' relentless determination to improve attendance has had a significant positive impact. Attendance is high across the school and continues to improve. Leaders monitor attendance carefully. They have implemented targeted support to reduce absence, particularly for disadvantaged pupils and those with special educational needs and/or disabilities (SEND). These strategies help pupils to access learning consistently and benefit from the full curriculum.

Behaviour across the school is calm, respectful and positive. Pupils care for each other and the staff who work with them. At playtimes and lunchtimes, pupils are considerate and cooperative. Staff support pupils to resolve friendship conflicts effectively. Incidents of poor behaviour are rare. When they do occur, staff follow the school's clear policy, so incidents are managed fairly and consistently. This creates a supportive environment where pupils feel safe. Pupils understand the school's behaviour expectations, and staff apply policies effectively. They make reasonable adjustments where needed for pupils with SEND.

Leaders and staff are role models for behaviour and learning. As a result, pupils thrive in an environment that enables them to learn effectively. Pupils show dedication to their learning and participate fully in school life.

Curriculum and teaching

Strong standard ●

Leaders have developed a clear and ambitious curriculum that sets out what pupils need to know clearly. The curriculum design takes the school's local context into account. For example, pupils study the local glassworks in history. This makes their learning come to life.

Leaders ensure that teachers have the expert knowledge they need to deliver the curriculum highly effectively. This is evident in their clear explanations of new concepts. Teachers routinely provide opportunities for pupils to revisit prior learning and check their understanding. Leaders monitor pupils' progress and ensure that teaching addresses any gaps in pupils' knowledge quickly.

Teachers know their pupils very well. They have a deep understanding of the barriers that some pupils face. They use a range of strategies to overcome these effectively. This allows pupils, including those with special educational needs and/or disabilities, to secure important foundational knowledge and progress well through the curriculum. Classrooms are alive with a buzz of learning.

Pupils follow a well-taught phonics programme, and opportunities to read a range of texts are threaded throughout the curriculum. This develops a love of reading and builds pupils' vocabulary. This is demonstrated in their writing. Leaders ensure that all pupils learn to read fluently and have the mathematical knowledge they need. Any pupil who needs additional help is quickly given targeted support.

Inclusion

Strong standard 

Inclusion is at the heart of the school's work. Pupils' needs are quickly and accurately identified through well-established systems. Leaders involve parents and carers at every stage to ensure that the school has a detailed understanding of pupils' needs. Leaders provide staff with effective training so they can support pupils successfully in class. Teachers use a range of carefully considered adaptations in their classrooms, so all pupils can access the curriculum.

Leaders have taken clear and decisive actions to ensure that they offer the very best support for pupils with special educational needs and/or disabilities, disadvantaged pupils and those known or previously known to social care. This includes investing in specialists to support pupils with speech and language when required. The school engages effectively with a range of external support, including the virtual school. This ensures that pupils get the right support at the right time.

Leaders rigorously check on the impact their actions have on pupils' learning. They adjust strategies quickly to match provision to needs. Leaders use additional funding effectively to support disadvantaged pupils. For example, the school employs staff dedicated to supporting pupils' emotional and mental health. This is a highly effective part of the school's provision.

Personal development and wellbeing

Strong standard 

Leaders at Amblecote teach pupils how to understand themselves and others. Pupils follow a rich personal development programme. This helps pupils to build confidence, resilience and an understanding of ethical issues. This means that pupils are considerate of others and the wider community. Pupils develop strong social skills, including cooperation, empathy and conflict resolution. For example, pupils take a lead on fundraising for local and national charities.

The personal development programme equips pupils with the knowledge, skills and attitudes to engage successfully in school life. Pupils learn about healthy relationships in an age-appropriate way. They learn how to keep themselves safe online and in their community. Staff also teach pupils about other risks. These include unsafe situations, peer pressure and managing emotions. They learn how to ask for help when they are worried and how to build positive friendships. Pupils who need extra help, such as those with special educational needs and/or disabilities or those facing difficult times, get additional support. This support comes from an effective pastoral support programme. Pupils are confident to access this when they need it, alongside regular interventions.

Outside of the taught curriculum, leaders expose pupils to the world of work. Visiting speakers from community and religious organisations, including uniformed services and banking, broaden pupils' horizons. They visit a local residential home and have opportunities to perform in choral events. Pupils are very positive about their wider experiences of school life. They value the opportunities the school gives them.

The personal development programme teaches pupils about a wide range of different cultures. They learn to think about their own beliefs and listen to different opinions. Pupils

celebrate difference. They demonstrate a clear belief that at the centre of every religion and culture is kindness. They have a secure understanding of fundamental British values. Together, these experiences help pupils grow into confident, resilient and responsible citizens.

Expected standard

Achievement

Expected standard 

Most pupils are well prepared for the next stage of education. They develop their reading, writing and mathematics skills securely. Leaders' work on improving pupils' writing is particularly bearing fruit. Typically, pupils recall their prior learning well, including in the wider curriculum.

Outcomes in phonics and the multiplication check are above the national average. By the end of key stage 2, pupils' achievement in national assessments is broadly in line with their peers, including disadvantaged pupils. However, disadvantaged pupils perform less well in writing. Leaders have taken effective steps to address this. The impact of these actions is clear in books, but this is yet to be reflected in published data.

Leaders check closely how well pupils are progressing. They ensure that well-tailored support is in place for pupils who need it. This means that pupils with gaps in their knowledge have help to keep up with their peers where needed.

Early years

Expected standard 

Leaders are passionate about providing children with the best possible start to education. Children settle quickly into their day because established routines help children to be safe and happy. Staff know the children well and support them effectively. Children with special educational needs and/or disabilities and disadvantaged children get swift help from adults and outside agencies when needed.

Leaders have designed a curriculum that sequences the knowledge and skills children need to be ready for Year 1. Reading is a priority. Stories, rhymes and songs are a key part of the curriculum. Children in Nursery Year use these to begin to understand sounds. In Reception Year, phonics starts straight away. Children practise sounds daily. By the end of the Reception Year, children use their phonics skills to decode words and write sentences.

Teaching across the early years is typically effective. This means most children gain the knowledge they need for Year 1. Most staff interact with children well, although, sometimes, staff miss opportunities to maximise these interactions. Leaders are aware of this issue and are addressing it through further staff training.

Children explore the outdoors often. They build resilience as they balance on logs, dig and work with their friends.

Staff engage with parents and carers effectively from before they start school. Transition sessions support children moving on from the early years effectively.

Leadership and governance

Expected standard 

Leaders at Amblecote Primary School show dedication and passion. They know their school well and understand what needs to improve further. Leaders have made effective decisions that have had a positive impact on the school, such as tackling low attendance. Leaders know that writing outcomes for disadvantaged pupils need to improve. They check the impact of their work regularly. Their decisions always put pupils first, especially pupils who are disadvantaged, have special educational needs and/or disabilities (SEND) or who have had support from children's social care. Leaders have high expectations and advocate for all pupils.

Staff are proud to work at the school and feel valued by the leadership team. They are well supported by a programme of professional learning. This ensures that they have the skills they need to deliver the curriculum well. Specialist training ensures that staff can support pupils with SEND effectively. Leaders take workload and wellbeing into account when making changes. Staff appreciate this. Staff and parents are very positive about the school. The school has built a nurturing community.

Governors fulfil their statutory duties well. They know the school and provide effective challenge and support to leaders. This ensures that the school continues to improve. Governors make sure that additional funding is used effectively to support disadvantaged pupils. They routinely check aspects of leaders' work. For example, they review how changes to the writing curriculum are improving pupils' outcomes in books.

Because of the school's effective leadership, pupils benefit from a school that keeps getting better.

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

Pupils at Amblecote Primary School flourish. They feel included, valued and listened to. Throughout the school, leaders and staff are committed to recognising each pupil as an individual. The school fosters a strong sense of community with ambitious expectations for every child.

There is a sense of belonging and pride that is evident throughout the school. Warm and caring relationships between staff and pupils underpin this. These relationships help pupils feel safe, secure and confident. The school provides highly effective support for all pupils. Pupils live out the school values of friendship, kindness, resilience, respect, honesty and pride daily. Pupils know these values will help them become successful adults and are important to them.

Pupils attend school regularly because they enjoy learning. They are fully involved in school life. Leaders give them opportunities to make a difference in school, for example through redesigning the PE kit. Pupils choose which extra-curricular activities the school provides.

Leaders prioritise disadvantaged pupils by removing barriers so they can benefit from this offer. These experiences build teamwork, independence and communication skills.

Pupils enjoy their learning and approach work with positive attitudes. The curriculum is broad and ambitious and builds pupils' knowledge over time. Pupils typically achieve well. Those who are disadvantaged or who have special educational needs and/or disabilities make good progress from their starting points, but do not perform as well as they could in writing.

Pupils behave well, and they insist that bullying does not happen. Discrimination is not a feature of this school. There are many opportunities for pupils to take on leadership roles, for example as house captains and digital leaders. They are very well prepared to contribute positively to the wider British society.

Next steps

- Leaders should continue to refine the writing curriculum so pupils achieve even better and disadvantaged pupils close the attainment gap with their peers.
 - Leaders, including governors, should build on the improvements that they have made by checking rigorously on the impact of their strategies so that all pupils can achieve as well as possible.
 - Leaders should continue to ensure that staff consistently maximise opportunities for high-quality interactions with children so that children develop and deepen their understanding across the curriculum as securely as possible.
-

About this inspection

The chair of the board of governors in this school is Claire Roberts.

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 leaders, governors, staff, pupils, parents and the local authority during the inspection.

The school currently makes use of one registered alternative provision.

Headteacher: Jane Cook

Lead inspector:

Laura Hopley, His Majesty's Inspector

Team inspectors:

Mark Bailie, Ofsted Inspector

Marilyn Mottram, 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 12 May 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: 272

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)

22.52%

Close to 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

4.30%

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

14.90%

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

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	70%	61%	Above
2024/25 (final)	71%	62%	Above
2023/24 (final)	69%	61%	Above
2022/23 (final)	71%	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	85%	74%	Above
2024/25 (final)	87%	75%	Above
2023/24 (final)	82%	74%	Above
2022/23 (final)	87%	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	78%	72%	Above
2024/25 (final)	76%	72%	Close to average
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	84%	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)	80%	74%	Close to average
2023/24 (final)	76%	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	34%	46%	Below
2024/25 (final)	29%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	30%	46%	Below
2022/23 (final)	45%	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	71%	62%	Above
2024/25 (final)	71%	63%	Close to average
2023/24 (final)	60%	62%	Close to average
2022/23 (final)	82%	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	51%	59%	Close to average
2024/25 (final)	36%	59%	Below
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	73%	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	51%	60%	Close to average
2024/25 (final)	50%	61%	Close to average
2023/24 (final)	40%	59%	Below
2022/23 (final)	64%	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	34%	68%	-33 pp
2024/25 (final)	29%	69%	-41 pp
2023/24 (final)	30%	67%	-37 pp
2022/23 (final)	45%	66%	-21 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	71%	80%	-8 pp
2024/25 (final)	71%	81%	-9 pp
2023/24 (final)	60%	80%	-20 pp
2022/23 (final)	82%	78%	4 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	51%	78%	-26 pp
2024/25 (final)	36%	78%	-43 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	73%	77%	-5 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	51%	80%	-28 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	40%	79%	-39 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	64%	79%	-16 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)	4.4%	5.2%	Below
2023/24 (3 term)	5.6%	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)	9.9%	13.0%	Close to average
2023/24 (3 term)	15.2%	14.6%	Close to average
2022/23 (3 term)	18.1%	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.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright