

Blackheath Primary School

Address: Blackheath Primary School Britannia Road, Rowley Regis, West Midlands, B65 9NF

Unique reference number (URN): 103981

Inspection report: 14 April 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 ●

Attendance is a high priority for the school. Leaders are relentless in their approach to securing high attendance. They work effectively with parents and carers to ensure that pupils attend well. Leaders know the barriers pupils face that may impact regular attendance. They use established systems to check patterns and identify concerns quickly. Leaders use a range of strategies to improve attendance. They proactively support and challenge parents when pupils are absent. This leads to improvements in attendance. Leaders' actions have contributed to a fall in persistent absence over time. Pupils, including those with special educational needs or those who are disadvantaged, have high attendance. Attendance for all pupils continues to increase.

Leaders have very high expectations for pupils' behaviour. They model these clearly and effectively. Behaviour routines are well embedded and applied consistently. This means that pupils know what is expected of them. Appropriate adjustments to the behaviour policy are made for pupils who need it. Leaders have established a culture where bullying or discriminatory behaviour are not tolerated. Staff deal with any rare incidents of unkindness swiftly and effectively. The school is a calm and orderly environment which is highly conducive to learning. Pupils trust that adults will support them to resolve conflict. Staff take any worries pupils have seriously. This helps pupils to develop effective ways to manage their emotions.

Personal development and wellbeing

Strong standard ●

Leaders prioritise pupils' personal development. The programme of learning follows a logical sequence. It builds pupils' sound understanding of topics such as healthy relationships and staying safe, including when online. Staff make appropriate adaptations to the curriculum for pupils who need them. Pupils develop a secure and detailed knowledge across the personal, social, health and economic education and relationships and sex education programmes.

Leaders provide extra development opportunities for pupils. These include a careers week and chances to try new sports and activities. This results in pupils who have high aspirations for their futures. Pupils are positive about the variety of trips and clubs that enrich their learning. Leaders very effectively remove financial and practical barriers so that all pupils can take part. Many pupils, including those with special educational needs and/or disabilities, and those who are disadvantaged, regularly access this offer.

Relationships are nurturing and positive. A highly effective pastoral programme provides the right support at the right time. Pupils show courtesy and respect for others. They celebrate differences. Pupils have a clear sense of right and wrong. They treat everyone equally.

Pupils have immense pride in their school. They actively contribute to many aspects of school life. Pupils have a secure understanding of fundamental British values. They know that Parliament makes laws. Pupils use a democratic process to elect their peers to roles of responsibility. Many opportunities exist for pupils to take on responsibilities. For example, pupils act as junior librarians and digital leaders, who create podcasts about online safety.

Pupils are proud of these roles. They talk confidently about using their leadership skills in later life.

Leaders have a commitment to pupils' personal development, emotional wellbeing and inclusive practice. They know pupils well. Staff adapt the provision thoughtfully. Pupils are resilient and independent. They are very well prepared for life in modern Britain.

Expected standard

Achievement

Expected standard 

Generally, pupils achieve well. They make secure progress across the curriculum and remember knowledge well. Pupils apply what they know to new contexts effectively. Pupils' achievement, including those who are disadvantaged, is positive in national test results. Outcomes are typically close to national averages by the end of key stage 2 and in the Year 1 phonics check. Pupils with special educational needs and/or disabilities make suitable progress from their starting points. However, on occasion, activities are not well matched to what these pupils already know or need to learn. This sometimes means that some pupils do not make the progress through the curriculum that they should. In 2025, outcomes in the Year 4 multiplication check were lower than in previous years. Leaders have taken swift and decisive action to address this.

Over time, pupils learn the essential knowledge and skills they need. Most pupils gain the fluency they need in word reading, spelling, handwriting and number facts. Leaders ensure that any pupils with gaps in essential knowledge get the support required. This helps them to catch up quickly. Pupils are generally well prepared for their next stage of education.

Curriculum and teaching

Expected standard 

Leaders ensure that the curriculum is ambitious, coherent and well sequenced. This helps to build pupils' knowledge and skills over time. The curriculum identifies the most important knowledge and skills that pupils need to gain. Leaders have a detailed understanding of the quality of the curriculum and how well it is put in place. Where needed, leaders make effective curriculum changes. For example, they identified a need to improve the teaching of handwriting, and changed their approach. As a result, pupils' handwriting is now well formed and pencil grip is accurate for most pupils. Leaders ensure that securing strong learning foundations is a priority and that key learning is well taught. For example, a robust programme of phonics teaching ensures pupils learn to read well. This means that pupils secure the knowledge and skills they need to be successful. When pupils fall behind, interventions and catch-up programmes ensure gaps are quickly closed.

Teachers generally have the secure subject knowledge they need to teach the curriculum well. They make helpful changes for pupils with special educational needs and/or disabilities (SEND). This means that pupils with SEND can experience the same success as their classmates. However, in some lessons, teachers do not consistently use their checks on

pupils' understanding to make the necessary changes to teaching. This means they do not always build successfully on what pupils already know.

Early years

Expected standard 

Children make a positive start in the early years. Staff know children well. Firmly established routines and policies help children to be safe and to thrive. Leaders ensure the curriculum is well sequenced and considers all areas of learning. A focus on stories, rhymes and spoken language enables children to develop their vocabulary. For example, using puppets to retell a familiar story in Nursery helps children to remember animal names.

Teaching across the early years is typically effective. Children learn about sounds in words in Nursery. They listen carefully and learn to identify words that rhyme. By the end of the Reception Year, children use their phonics skills to decode words and write sentences. They use their phonics knowledge well to write words and sentences. Children develop a suitable pencil grip, and many children form letters accurately. Adaptations made by staff ensure that all children can access learning. Most children gain the knowledge they need to be ready for Year 1. Staff typically interact with children well. However, sometimes opportunities to maximise these interactions are missed. This means that some children do not develop vocabulary as quickly as they should.

Staff engage with parents and carers effectively before their children start school. Parents attend 'ready for school' sessions before children start and can attend workshops to help them to support their children.

Inclusion

Expected standard 

Leaders have high expectations and ensure that inclusion is a priority. They are determined that all pupils are included and thrive. For pupils with special educational needs and/or disabilities (SEND), and those who are disadvantaged, leaders identify needs quickly and accurately. They use additional funding effectively to provide extra support. This is reflected in pupils' attainment at the end of Year 6. Teachers support pupils through effective whole-class strategies and tailored adaptations. This means pupils' needs are typically met well. Appropriate support and adaptations enable pupils with SEND to access the same learning as their peers. If additional support is needed, staff provide it quickly. Teachers review pupils' progress with parents and carers regularly. This enables parents to understand the support their child receives.

Leaders have clear expectations of staff to support pupils in developing independence. Generally, this means they are ready for their next stage of education. Pupil inclusion champions support those with additional needs. This enables leaders to take account of pupils' views and remove barriers to participation. Leaders work effectively with the local authority to ensure that vulnerable pupils receive the resources and support they need to flourish.

Leaders are tenacious and committed to realising the potential of all pupils. They have a clear vision and have an accurate view of their school's strengths. Leaders act as good role models and have high expectations for pupils and staff. Through a robust system of reviews, leaders prioritise areas for improvement. For example, changes to the writing curriculum have had a positive impact on pupils' outcomes.

Those with responsibility for governance typically fulfil their duties well. Governors meet their statutory obligations effectively. They scrutinise the use of the school's additional funding well. This ensures that resources are appropriately allocated. They generally have an effective understanding of the school's work. They make checks to identify the impact of leaders' work and provide support to leaders. However, in some areas of the school's work, they do not have enough detail to challenge leaders as well as they should.

Most parents and carers are positive about the school. In particular, they value the support and wider opportunities it gives pupils. Staff are proud to be a part of the school community. Leaders have created an effective programme of professional development opportunities. This supports both school priorities and staff's professional development. Staff are positive about leaders' consideration for their wellbeing and workload. They appreciate that leaders recognise their individual efforts. Leaders' actions result in motivated staff and skilled professionals. Leaders create a culture where staff can flourish and pupils can thrive.

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

There is a clear sense of belonging at Blackheath Primary School. Pupils love coming to school. Staff care for them and champion their success. This is reflected in how well they attend school. School is a calm, inclusive and supportive place. Pupils feel safe, valued and encouraged to do well. Pupils show respect and behave well in lessons and around the school. They are highly engaged with learning and take pride in their work.

Pupils trust adults to help them if they are worried. They learn how to stay safe online and while in the community. Pupils are confident that adults will listen to them and help them if they have concerns. Relationships with staff are warm and trusting. Pupils enjoy having responsibilities, such as junior librarian roles and being playground buddies. They say these help them to build their confidence, resilience and respect for others. Pupils' behaviour is excellent. This enables them to learn in an environment free from significant disruption. Bullying is rare and is dealt with effectively if it occurs. Pupils show positive and respectful attitudes to each other. They celebrate diversity in school and the wider community.

Pupils typically achieve well at this school. They enjoy learning the different subjects they study. Older pupils speak confidently about their recent learning about migration. They reflect thoughtfully on what they have learned. Staff reduce barriers to learning effectively so that pupils can achieve well from their starting points.

Pupils enjoy learning about different faiths and cultures. They know the school's RESPECT values well. Pupils enjoy celebrating each other's successes through the school's

‘BOSCARS’ awards. They belong to a caring school where staff support them well to succeed, both academically and personally.

Next steps

- Leaders should ensure that staff interactions with children are consistently maximised so that children benefit fully from high-quality modelled language across all areas of learning in the early years.
 - Governors should ensure that they use sufficiently detailed information about the school's performance from a wide range of sources to challenge leaders consistently and robustly across all aspects of the school's work.
 - Leaders should ensure that teachers consistently use assessment effectively to identify when pupils have misconceptions or errors and adjust their teaching accordingly.
 - Leaders should ensure that learning activities are consistently well matched to the differing starting points of pupils.
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About this inspection

The chair of the board of governors in this school is Alice Smyj.

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. They met with representatives from the governing body and the local authority.

Inspectors spoke with the headteacher, other school leaders and pupils, as well as the vice-chair of the governing body and another governor during the inspection.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Matthew Hytch

Lead inspector:

Laura Hopley, His Majesty's Inspector

Team inspectors:

Keri Baylis, His Majesty's Inspector

Anne Bennett, Ofsted Inspector

Claire McKeown, 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 14 April 2026

School and pupil context

Total pupils

460

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

450

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)

37.41%

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

1.09%

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

13.91%

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	56%	61%	Close to average
2024/25 (revised)	63%	62%	Close to average
2023/24 (final)	58%	61%	Close to average
2022/23 (final)	49%	60%	Below

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 (revised)	77%	75%	Close to average
2023/24 (final)	72%	74%	Close to average
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	67%	72%	Close to average
2024/25 (revised)	73%	72%	Close to average
2023/24 (final)	70%	72%	Close to average
2022/23 (final)	62%	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	70%	73%	Close to average
2024/25 (revised)	80%	74%	Close to average
2023/24 (final)	70%	73%	Close to average
2022/23 (final)	64%	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	48%	46%	Close to average
2024/25 (revised)	52%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	50%	46%	Close to average
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	65%	62%	Close to average
2024/25 (revised)	67%	63%	Close to average
2023/24 (final)	65%	62%	Close to average
2022/23 (final)	64%	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	61%	59%	Close to average
2024/25 (revised)	59%	59%	Close to average
2023/24 (final)	65%	58%	Close to average
2022/23 (final)	60%	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	62%	60%	Close to average
2024/25 (revised)	70%	61%	Close to average
2023/24 (final)	62%	59%	Close to average
2022/23 (final)	57%	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	48%	68%	-19 pp
2024/25 (revised)	52%	69%	-17 pp
2023/24 (final)	50%	67%	-17 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	65%	80%	-14 pp
2024/25 (revised)	67%	81%	-14 pp
2023/24 (final)	65%	80%	-14 pp
2022/23 (final)	64%	78%	-14 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	61%	78%	-17 pp
2024/25 (revised)	59%	78%	-19 pp
2023/24 (final)	65%	78%	-12 pp
2022/23 (final)	60%	77%	-18 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	62%	80%	-18 pp
2024/25 (revised)	70%	81%	-10 pp
2023/24 (final)	62%	79%	-18 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	57%	79%	-22 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)	4.5%	5.2%	Close to average
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	6.2%	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)	10.5%	13.3%	Close to average
2023/24 (3 term)	12.6%	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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