

Olive Hill Primary Academy

Address: Springfield Road, Halesowen, West Midlands, B62 8JZ

Unique reference number (URN): 144301

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 ●

Leaders prioritise attendance and their work has had a sustained impact. Leaders analyse attendance information carefully to identify patterns and act quickly where pupils face barriers to regular attendance. Staff work closely with families and external agencies to provide timely support. As a result, overall attendance is above the national average and improving over time. Disadvantaged pupils attend well and benefit from leaders' targeted actions.

Pupils behave very well, both in and out of lessons. Staff have high expectations, which pupils understand and respond well to. The behaviour policy is well embedded and applied fairly. Staff use positive approaches to help pupils manage their behaviour and make good choices. Clear routines and trusting relationships between staff and pupils contribute to a calm and orderly environment. Pupils feel safe and supported. Leaders adapt provision effectively for pupils who need additional help.

Older pupils are positive role models. For example, they support children in the early years settle into school. Pupils are polite and welcoming. They work and play together well in an atmosphere of mutual respect. Bullying is not tolerated and pupils are confident that concerns are dealt with quickly and effectively.

Inclusion

Strong standard ●

The school has a highly inclusive culture. Leaders make every effort to ensure all pupils achieve and thrive. Staff quickly get to know pupils when they start school. This enables them to accurately identify all pupils' needs and any barriers they may face, including those with special educational needs and/or disabilities (SEND).

Effective staff training and regular checks on pupils' learning allow teachers to make careful adaptations to teaching and the learning environment. This means all pupils can access the full curriculum. Leaders carefully track pupils' progress and ensure they receive the right support. They work closely with external specialists when needed. As a result, pupils' barriers to learning and wellbeing are addressed swiftly.

Funding for disadvantaged pupils is used effectively and has a positive impact on both their personal and academic outcomes. A wide range of strategies are in place for pupils, depending on their needs. Staff work in partnership with parents and carers to successfully overcome barriers and provide appropriate support.

Children known (or previously known) to children's social care are supported very well. Leaders work effectively with external agencies, including the virtual school. This enables pupils to belong, flourish and learn.

Expected standard

Achievement

Expected standard 

Most pupils achieve well over time. Published outcomes at the end of key stage 2 over the last three years show that pupils perform close to, and sometimes above, the national average in reading, writing and mathematics. Pupils who are disadvantaged achieve well by the end of Year 6 when compared with disadvantaged pupils nationally.

Across the school, pupils build key knowledge and skills securely from their starting points. They know and remember more as they move through the curriculum. In mathematics, pupils develop secure number knowledge. They recall key number facts and multiplication tables fluently. This supports their confidence and accuracy when applying mathematics across the curriculum. Pupils who need additional help to learn to read receive effective support. This helps them to catch up and access their wider learning.

Pupils with special educational needs and/or disabilities (SEND) achieve well from their starting points. Staff support them well to become increasingly independent. Pupils are well prepared for their next stage of education and learning.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of teaching and the curriculum. They regularly visit lessons and work alongside staff to identify strengths and next steps. Leaders typically act quickly when they spot areas that need improvement. They use what they learn to make decisions that improve practice.

There is an ambitious, broad and balanced curriculum in place. It is organised into 'learning experiences' across subjects and year groups. Leaders identify the key knowledge and vocabulary pupils must learn and sequence this into logical steps. Staff subject knowledge is secure because leaders provide effective training, modelling and support. As a result, teachers understand the curriculum and know how to deliver it well.

Pupils learn to read using phonics. Leaders have identified foundational knowledge as a priority. They are already taking steps to strengthen oracy, handwriting and spelling across the curriculum. This is to make sure all pupils secure these important skills and become fluent, independent writers.

Staff know pupils' needs very well. This allows them to adapt their teaching and put the right support in place for all pupils. Staff use modelling, scaffolds and make careful adaptations to ensure all pupils can access their learning. Leaders monitor these adaptations and make changes when needed.

Early years

Expected standard 

Children in the early years settle quickly, feel safe and enjoy learning. Leaders have clear priorities for the early years and ensure staff continue to develop their skills. This helps to improve the quality of learning experiences that children receive.

The curriculum is planned to meet children's needs from the point they start school. A strong focus is placed on communication and language, helping children develop their speaking and listening skills. Children also take part in activities that strengthen their gross and fine motor skills, such as movement, play and mark-making. Staff help children to work and play together, manage their feelings and build positive relationships. This helps children to feel confident and ready to learn.

Teaching supports children to become more independent and interested in learning. Adults encourage children to concentrate, explore and talk about their ideas. Children learn to read using their phonics knowledge in the Reception Year. In the Nursery, they enjoy songs, rhymes and role play, which supports their early language development and social skills.

Children learn well in the early years. An increasing number of children are achieving a good level of development. Many are prepared well for the move into Year 1.

Leadership and governance

Expected standard 

Leaders work closely with the trust and know the school well. They understand what the school does effectively and where further improvement is needed. In addition, they use information about pupils' learning and experiences to set clear priorities. These priorities are focused on improving teaching and learning so that all pupils benefit from the strongest practice across the school.

Those responsible for governance provide a suitable balance of support and challenge. Governors meet their statutory duties and have a clear understanding of the school's performance. They ask thoughtful questions and hold leaders to account while working constructively with them in pupils' best interests.

Leaders take staff wellbeing seriously. Staff feel supported and value the consideration given to help manage their workload. Leaders ensure that staff have access to high-quality professional learning. Staff benefit from opportunities to work with colleagues across the trust. They visit other schools to learn from effective practice and also share their own expertise. This strengthens staff confidence and contributes to a settled and positive environment for pupils.

Parents and carers hold the school in high regard. Many feel well informed and welcome opportunities to be involved in their children's education. Increasing numbers attend workshops and events that help them understand their children's learning and needs more deeply. Leaders also work positively with other professionals and the wider community to support pupils' wellbeing and learning.

Personal development and wellbeing

Expected standard 

Leaders have implemented a well-designed and coherent programme of personal development. It equips pupils with the knowledge and experiences they need to respect others, develop their social skills and appreciate cultural diversity. This helps pupils to be well prepared for life beyond school. They appreciate the wide range of opportunities on offer to them.

The PSHE curriculum is coherent and embedded. It is thoughtfully adapted to meet pupils' needs and their local context. Pupils understand the difference between healthy and unhealthy friendships. They know how to manage risks to their wellbeing, both online and in the local community. They know how to stay physically and mentally healthy and understand the difference between right and wrong. High-quality texts help pupils to understand difference, kindness, persecution and moral responsibility. They have a secure understanding of British values.

Leaders ensure all pupils access a wide range of experiences. For example, pupils visit different places of worship, including a Buddhist temple and a mosque. Visitors provide regular enrichment experiences linked to the curriculum. A wide range of extra-curricular clubs are available, and pupils enjoy additional opportunities, such as learning how to care for their school pets. They value these opportunities and describe them as memorable. Pupils also benefit from leadership roles during their time in school, such as on the pupil leadership team. All pupils, particularly disadvantaged pupils, those with special educational needs and/or disabilities (SEND) and those known to children's social care, are able to participate.

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

Pupils at Olive Hill Primary Academy are proud of their school. They enjoy coming to school because they are safe and feel welcome. Relationships between staff and pupils are warm and caring. The school motto, 'happy children, successful learners, confident individuals and responsible citizens', is realised through a stimulating, positive environment in which every child can thrive and belong.

Behaviour in classrooms and around the school is excellent. Pupils follow the school rules of 'Be ready, Be respectful, Be safe' and live up to the high expectations set by leaders. Pupils attend regularly and are keen to learn. They report that bullying is rare and that they trust school staff to deal with any incidents that occur.

As soon as pupils start school, leaders and staff get to know them and their families very well. This means staff can quickly identify any difficulties faced and offer support. All pupils, including those with special educational needs and/or disabilities (SEND) and those known (or previously known) to social care benefit from everything that the school has to offer.

Pupils enjoy their learning and make good progress. This is because the curriculum is engaging, carefully planned and sequenced well. As a result, pupils typically achieve well in national assessments. Pupils with SEND, disadvantaged and vulnerable pupils are supported effectively to succeed.

Pupils take part in a range of extra-curricular clubs at lunchtime and after school. They enjoy welcoming visitors into school and taking part in educational visits, such as to the local library and national museums. Pupil leadership groups within school allow pupils to have a voice and effect change. All pupils benefit from enrichment days, which bring their learning to life. These opportunities let pupils develop spiritually, morally, socially and culturally. They leave school well prepared for the next stage in their education.

Next steps

- Leaders should strengthen the teaching of handwriting and letter formation to develop pupils' writing fluency and ensure more pupils record their ideas accurately and confidently.
 - Leaders should refine their checks on teaching and learning to ensure that the most effective practice is identified, shared and embedded more consistently across the school.
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About this inspection

This school is part of Stour Vale Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rachel Salter, and overseen by a board of trustees, chaired by Joanne Williams.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with school leaders, including the executive headteacher, head of school and deputy headteacher. They also spoke with representatives of the trust, including the CEO, chair of the trust board, an executive leader and members of the local governing committee.

The inspectors confirmed the following information about the school:
The school does not use alternative provision.

Executive headteacher: Deborah Walker

Lead inspector:

Claire Medhurst, His Majesty's Inspector

Team inspectors:

Claire Jones, His Majesty's Inspector

Antony Bradshaw, His Majesty's Inspector

Azizan Kabil, 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

468

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

470

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)

28.13%

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

2.35%

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

13.46%

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	65%	61%	Close to average
2024/25 (revised)	62%	62%	Close to average
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	67%	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	80%	74%	Above
2024/25 (revised)	77%	75%	Close to average
2023/24 (final)	81%	74%	Close to average
2022/23 (final)	84%	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	72%	72%	Close to average
2024/25 (revised)	72%	72%	Close to average
2023/24 (final)	71%	72%	Close to average
2022/23 (final)	72%	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	81%	73%	Above
2024/25 (revised)	87%	74%	Above
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	79%	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	55%	46%	Above
2024/25 (revised)	52%	47%	Close to average
2023/24 (final)	56%	46%	Close to average
2022/23 (final)	57%	44%	Above

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

Year	This school	National average	Compared with national average
2024/25 (revised)	65%	63%	Close to average
2023/24 (final)	78%	62%	Above
2022/23 (final)	78%	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	66%	59%	Close to average
2024/25 (revised)	70%	59%	Close to average
2023/24 (final)	67%	58%	Close to average
2022/23 (final)	61%	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	77%	60%	Above
2024/25 (revised)	87%	61%	Above
2023/24 (final)	74%	59%	Above
2022/23 (final)	70%	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	55%	68%	-13 pp
2024/25 (revised)	52%	69%	-17 pp
2023/24 (final)	56%	67%	-12 pp
2022/23 (final)	57%	66%	-10 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)	65%	81%	-16 pp
2023/24 (final)	78%	80%	-2 pp
2022/23 (final)	78%	78%	0 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	66%	78%	-12 pp
2024/25 (revised)	70%	78%	-9 pp
2023/24 (final)	67%	78%	-11 pp
2022/23 (final)	61%	77%	-17 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	77%	80%	-3 pp
2024/25 (revised)	87%	81%	6 pp
2023/24 (final)	74%	79%	-5 pp
2022/23 (final)	70%	79%	-10 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)	4.8%	5.2%	Close to average
2023/24 (3 term)	5.6%	5.5%	Close to average
2022/23 (3 term)	6.0%	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)	11.7%	13.3%	Close to average
2023/24 (3 term)	13.7%	14.6%	Close to average
2022/23 (3 term)	17.2%	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.

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