

Reddal Hill Primary School

Address: Trinity Street, Cradley Heath, West Midlands, B64 6HT

Unique reference number (URN): 103954

Inspection report: 2 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.

Expected standard

Curriculum and teaching

Expected standard 

Leaders have thought carefully about the order in which knowledge is taught. In several subjects, the curriculum now builds more clearly from the early years into key stage 1 and beyond. Prioritising reading, spelling, handwriting and writing is beginning to improve what pupils can do, and children in the early years benefit from a sharper focus on language. This is helping more pupils gain the basic knowledge they need for later learning.

While teachers typically use assessment well to ensure learning builds successfully from what pupils can already do, this is not yet consistent. This is especially true in some classes with particularly high mobility and for pupils with special educational needs and/or disabilities. Consequently, some pupils repeat work they have already mastered while others find it too hard. Leaders know this and are right to continue strengthening support for staff.

The recent phonics work is helping pupils recognise sounds and apply them more securely in reading and spelling. Pupils apply this knowledge to writing tasks matched to their phonics stage. Staff address mistakes in a timely way, helping more pupils to keep up with the pace of learning.

Early years

Expected standard 

Leaders give the early years careful attention and have clear ambitions for what children should learn. The curriculum now links more securely with Year 1, and staff place a heavy focus on communication and language. Children hear and use carefully chosen vocabulary, and staff use this well to extend talk and thinking. It has been carefully chosen and is exemplified in the setting so support high quality interactions with children. This gives children a positive start to their educational journey.

Children settle quickly because relationships are warm and adults know them well. They are very well cared for and individual needs, especially those who have additional needs, Staff understand what each child can already do and plan activities that usually build from that point. Children make a good start, and many are ready for the next stage of their learning. Their confidence grows because adults keep routines calm and predictable.

Phonics is taught more consistently than before, but this is still not as consistent as it could be. Leaders are aware of this and are continuing to tighten the way the programme is implemented. Even so, children are generally well prepared for Year 1.

Inclusion

Expected standard 

Leaders identify pupils' needs swiftly and draw on a wide range of external expertise to shape support. This includes pupils who join the school at non-standard points during the year. The school works closely with educational psychologists, speech and language therapists and other specialists to remove barriers to learning and wellbeing. Many pupils arrive with complex and changing needs. The school's work to support pupils whose needs relate to wellbeing is particularly positive. Leaders rightly recognise that, until pupils feel

secure and safe, they are not ready to address gaps in learning. The nurturing, compassionate, and individualised approach helps pupils to thrive.

The school plans support carefully for pupils with special educational needs and/or disabilities, those known to social care, and those who join at different times of the year. This helps many pupils settle and engage. However, this support does not always translate into consistently effective classroom practice. At times, staff do not adapt learning with enough precision, and this limits how quickly some gaps learning start to close. Leaders make suitable use of alternative provision and maintain oversight of placements. The school uses pupil premium funding thoughtfully to enhance learning and widen participation in what it offers.

Leadership and governance

Expected standard 

Leaders understand the school's strengths and the areas that still will benefit from further improvement. They know the community well and have set clear priorities around phonics, writing, attendance and consistency in teaching. Leaders speak with honesty about what is improving and what still needs to improve. They are focused on helping pupils, particularly those who arrive with the most barriers, to settle and succeed. However, leaders have not yet ensured that the improvements they want are consistent enough across the school, but actions to address this are already underway.

The governing body now has a full membership, which gives the school greater capacity to provide the support and challenge expected of them. They support leaders and ask sensible questions about standards, attendance and the use of funding. Their increasing knowledge is helping them become more effective partners to leaders.

Staff feel valued. Leaders think carefully about workload and professional learning, and they make time for coaching and training. This is helping some newer staff continually improve their practice. Parents also hold the school in high regard because leaders and staff act with care, integrity and purpose.

Personal development and wellbeing

Expected standard 

Leaders provide a rich personal development offer that helps pupils widen their interests and understand the world around them. Pupils talk positively about trips, clubs and special events, and many say that the school helps them feel unique and valued. They benefit from sport, music, arts and leadership roles, and leaders check carefully that different groups are able to take part. The school's offer is open and inclusive, so that pupils do not miss out because of background or circumstance.

The school teaches personal, social, health and economic education and relationships and relationship education in a coherent way. Parents are kept informed about what pupils learn and the school shares the content fully so parents can support with this vital aspect of education. Pupils understand democracy well through voting for school roles, and they show a secure respect for difference and for the rights of others. They also learn about the wider world through visitors, special events and trips, which deepen their understanding in memorable ways.

Pastoral support is a real strength of the school. Staff help pupils settle, especially when life outside school is unsettled, and they respond with calm care when pupils need extra help. Leaders also promote faith, culture and protected characteristics carefully through assemblies, visitors and special events. Pupils understand that everyone is treated as unique and valued. The school's welcoming and inclusive ethos is lived out in the way that pupils welcome and embrace all pupils. Like staff, they recognise and celebrate uniqueness.

Needs attention

Achievement

Needs attention 

Published outcomes show an improving picture over time, especially for disadvantaged pupils. However, too many pupils still do not reach the expected standards by the time they leave school. This is often because the school has not had time to close the gaps in learning for some pupils. This is particularly true for pupils who join the school at different points in their education. Many pupils have only been at the school for a short period of time when they sit their statutory tests. It is also true for some pupils with complex special educational needs and/or disabilities (SEND).

Pupils who are settled in the school for longer generally do better because they benefit from all the school has to offer for longer periods of time. Leaders have improved reading, writing and mathematics, and books show that more pupils now build knowledge more securely. However, this improvement has not translated into published data linked to national tests.

Attendance and behaviour

Needs attention 

Leaders understand the barriers that affect attendance in the school community and work hard to reduce them. However, despite their best effort, attendance rates are not improving quickly enough. This school has some unique challenges that impact on how regularly some pupils attend school. Leaders keep a close eye on patterns, work with families and respond quickly when pupils start to miss school or arrive late. Their relational approach matters, especially for pupils who arrive mid-year, whether this be from a nearby school or from different countries. Staff persist with families, but this is always done with sensitivity, kindness and compassion. They adapt support when circumstances are difficult, which helps many pupils stay connected to school. Notwithstanding this, there are still too many pupils who miss too much time from school.

Pupils behave well around the school and in lessons. Relationships are warm and purposeful, and staff set clear expectations from the early years onwards. Pupils understand the new behaviour curriculum, and the school's systems help staff act early when behaviour slips. Bullying is rare, and pupils trust staff to deal with it. Leaders have begun to review lunchtime behaviour, and this is already reducing incidents.

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

Pupils settle quickly in this welcoming school. They benefit from warm relationships with staff and one another. Many new students arrive mid-year from other schools or countries. Staff and pupils help them integrate smoothly. Buddy systems, calm corners and thoughtful care help new pupils feel safe, valued and included at school. This inclusive approach extends to all pupils. Pupils know that adults care about them. The school celebrates who they are as individuals.

Pupils usually achieve as well as they can in lessons when teaching meets their needs closely. However, where tasks are too hard or too easy, pupils lose focus and do not learn as deeply. This is most noticeable for pupils who have the greatest gaps in their learning. Leaders are rightly continuing to focus on making learning fit pupils' starting points more accurately. When this happens well, pupils are ready to move on with confidence.

Pupils behave politely and try hard to live up to the school's expectations. Older pupils support younger ones. Many like taking on responsibilities as school councillors, eco-councillors and arts ambassadors. They also appreciate the various clubs, trips and music options available. This includes football, rock band and lessons for woodwind, brass and ukulele. These experiences expand their interests and increase their confidence. Joining special events helps children feel like they belong to a larger community.

Pupils say that bullying is rare and that staff deal with concerns quickly. They trust adults to listen to them and to sort things out fairly. Pupils also know how to keep safe online and understand why this matters. In addition to praising the school's clear routines, they appreciate how adults support them when worries come up.

Next steps

- Leaders and those responsible for governance should ensure that teaching and assessment fit pupils' starting points more closely, so that pupils with special educational needs and/or disabilities and disadvantaged pupils learn more securely.
 - Leaders and those responsible for governance should ensure that phonics, reading, writing and early mathematics are taught consistently well in every class, so that pupils build firm foundations from the start.
 - Leaders and those responsible for governance should ensure that the positive actions already taken to improve attendance work continues to focus on pupils who miss school most often, so that persistent absence falls and more pupils arrive on time.
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About this inspection

The chair of the board of governors in this school is Chris Harris.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher, senior leaders, 3 governors (including the chair) and a representative from the local authority during the inspection.

The school currently makes use of one registered alternative provision.

Headteacher: Ann Bashir-Pugh

Lead inspector:

Keri Baylis, His Majesty's Inspector

Team inspectors:

Justine Lomas, Ofsted Inspector

Heather Simpson, Ofsted Inspector

Deena Frost, 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 2 June 2026

School and pupil context

Total pupils

431

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

43.51%

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

2.78%

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

18.79%

Above 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	35%	61%	Below
2024/25 (final)	43%	62%	Below
2023/24 (final)	35%	61%	Below
2022/23 (final)	27%	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	50%	74%	Below
2024/25 (final)	64%	75%	Below
2023/24 (final)	45%	74%	Below

Year	This school	National average	Compared with national average
2022/23 (final)	42%	73%	Below

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	54%	72%	Below
2024/25 (final)	59%	72%	Below
2023/24 (final)	62%	72%	Below
2022/23 (final)	44%	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	54%	73%	Below
2024/25 (final)	67%	74%	Close to average
2023/24 (final)	53%	73%	Below
2022/23 (final)	44%	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	22%	46%	Below
2024/25 (final)	38%	47%	Close to average
2023/24 (final)	18%	46%	Below
2022/23 (final)	9%	44%	Below

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	44%	62%	Below
2024/25 (final)	69%	63%	Close to average
2023/24 (final)	27%	62%	Below
2022/23 (final)	30%	60%	Below

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	41%	59%	Below
2024/25 (final)	53%	59%	Close to average
2023/24 (final)	45%	58%	Below

Year	This school	National average	Compared with national average
2022/23 (final)	27%	58%	Below

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	39%	60%	Below
2024/25 (final)	63%	61%	Close to average
2023/24 (final)	23%	59%	Below
2022/23 (final)	27%	59%	Below

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	22%	68%	-46 pp
2024/25 (final)	38%	69%	-32 pp
2023/24 (final)	18%	67%	-49 pp
2022/23 (final)	9%	66%	-57 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	44%	80%	-36 pp
2024/25 (final)	69%	81%	-12 pp
2023/24 (final)	27%	80%	-52 pp
2022/23 (final)	30%	78%	-48 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	41%	78%	-36 pp
2024/25 (final)	53%	78%	-25 pp
2023/24 (final)	45%	78%	-32 pp
2022/23 (final)	27%	77%	-50 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	39%	80%	-41 pp
2024/25 (final)	63%	81%	-18 pp
2023/24 (final)	23%	79%	-57 pp
2022/23 (final)	27%	79%	-52 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)	7.4%	5.2%	Above
2023/24 (3 term)	7.4%	5.5%	Above
2022/23 (3 term)	8.0%	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)	23.7%	13.0%	Above
2023/24 (3 term)	22.9%	14.6%	Above
2022/23 (3 term)	25.9%	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.

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