

Wednesbury Oak Academy

Address: Greenacre Road, Tipton, West Midlands, DY4 0AR

Unique reference number (URN): 140793

Inspection report: 24 March 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Early years

Strong standard ●

The early years is a hive of productive activity. The curriculum is extremely well considered. It is comprehensively sequenced. For example, it is built around themes as well as children's interests. This enables children to engage very well in learning during learning activities in 'busy time'. Staff have a deep understanding of each child's individual needs. This means that interactions with children are specifically targeted to deepen knowledge. This includes in the Nursery. Staff ensure that those children who need to catch up do so.

Leaders ensure that children in Nursery sing songs and rhymes and use sounds in their play. Reception children are then ready to learn letter sounds and apply them to read and write words. Staff carefully plan physical development activities so that children develop the dexterity they need to control a pencil well. Staff are relentless in developing children's vocabulary and language. No moment is wasted. For example, in the snack area, staff discuss the fruit on offer, its shape and taste, and where in the world it has been grown.

Parents are fully involved in school life. For example, they attend 'families in action' sessions where they support their child with learning in school.

Personal development and wellbeing

Strong standard ●

The school's provision for pupils' personal development is impressive. It has a distinct impact on pupils' lives. Pupils learn important content in personal, health, social and economic education and relationships and sex education. They develop a deep, secure and broad knowledge of this. Pupils speak with confidence about a wide range of topics and learning. Examples include online and physical safety, the signs of healthy and unhealthy relationships, keeping healthy and the changes that happen as part of growing up. Pupils develop into tolerant and respectful individuals. This is helped by how leaders thread through the curriculum fundamental British values, such as tolerance. Pupils say, 'We make no judgement on anyone and we are all equal. We care for and respect each other.'

Because pupils understand the school's HEART values, they develop their confidence, resilience and independence. Pupils share the school's vision. They learn to be responsible citizens.

Leaders ensure that pupils gain a wide range of experiences. These enable pupils to develop their talents and interests. To extend this, leaders signpost external clubs and societies. They ensure opportunity for all. Leaders make sure that disadvantaged pupils and those with special educational needs and/or disabilities are fully included. Pupils take on a wide range of roles and responsibilities across school. This includes house prefects, anti-bullying ambassadors and being buddies for other pupils. Pupils know why these roles are important and how these opportunities help them to develop as people. This prepares them well for the next stage of their lives.

Leaders create memories for pupils. Visits out of school engage pupils well in their learning. For example, they can explain how a trip to a science museum has enabled them to deepen their understanding in science of planets in the solar system.

Expected standard

Achievement

Expected standard 

Many children start the early years without the knowledge of those of a similar age. By the time pupils leave in Year 6 they are typically achieving as expected. They are well prepared for secondary school. Across the curriculum, pupils overall learn well. There is a real consistency in the quality of the work they produce.

Pupils' achievement in phonics in Year 1 has improved over time. There is a particularly positive picture currently. Consistency in the teaching of mathematics has led to pupils securing appropriate multiplication knowledge in Year 4.

Pupils achieve typically well in national assessments in Year 6. Leaders have aimed for pupils developing greater depth to their learning. This is starting to bear fruit. Work seen in lessons demonstrates this. Disadvantaged pupils in particular achieve well. They achieve better than their peers nationally. Their writing is especially successful.

Attendance and behaviour

Expected standard 

Leaders manage pupils' attendance effectively. Established systems enable them to analyse patterns and trends over time. This ensures that poor attendance is identified quickly. Leaders provide support for parents and carers. Leaders do not shy from difficult conversations if these are required. Their actions to tackle barriers to attendance are now resulting in improvements in attendance. More pupils attend school regularly. Leaders know they need to ensure that these recent successes are maintained.

Positive relationships form a key focus of the school's work. This is because staff and pupils live by the school's values. A culture of positive behaviour ensures that pupils thrive. Expectations of pupils' behaviour are high. Pupils live up to these expectations. They are respectful and courteous in their conduct and interactions. Staff are well trained in managing behaviour. They apply the school's behaviour systems consistently and fairly. Pupils show self-discipline and positive attitudes to their learning. They get on well with each other. Pupils concentrate hard in class and engage well with their peers. Younger pupils learn from the positive role models provided by older children. Bullying and seriously unkind behaviour are rare.

Targeted support for specific pupils has a positive impact on their behaviour. This is particularly around managing their emotions and responses.

Curriculum and teaching

Expected standard 

Leaders have strengthened and embedded the school's curriculum. The curriculum is carefully sequenced. It builds well from the secure foundations laid in the early years. Leaders support staff to deliver the curriculum consistently. For example, in mathematics, staff ensure that pupils become competent in working with numbers through the effective use of equipment.

Leaders ensure that staff develop pupils' oracy skills. Staff introduce pupils to important vocabulary. Pupils use this vocabulary in their work. Older pupils gain confidence in exploring the meaning of words and finding more adventurous words using a thesaurus.

Staff deliver phonics as leaders expect. Pupils develop secure phonics knowledge over time. Those pupils who need it, receive extra support so they become fluent readers. Leaders understand the need for pupils to develop important early writing knowledge and skills. That said, pupils in key stage 1 do not have enough opportunities to build skills in spelling, punctuation and handwriting. This means that teachers in key stage 2 have to help pupils secure these.

Staff use their knowledge of pupils' specific needs to make adaptations to the curriculum. These adaptations mostly support pupils' learning. On occasion, however, these are not fully effective.

Inclusion

Expected standard 

Leaders waste no time in ensuring that pupils' needs are identified early. This is often in the early years because staff get to know the needs of children so well. Clear systems are in place that also allow staff and parents to raise concerns about pupils as soon as they arise.

Leaders typically ensure that staff are well trained in how to support pupils with special educational needs and/or disabilities. This means that the help for these pupils is mostly effective. Staff remove barriers to learning. Specific support is closely monitored and adapted to pupils' needs. On occasion, however, staff are not always as adept as they could be in ensuring that adaptations to learning in class are targeted as closely to needs as they could be.

Leaders make effective use of external professionals to support pupils and staff. This enhances staff's knowledge about how to meet pupils' needs. This is particularly effective for pupils who attend the 'nest' provision.

Leaders have a clear understanding of the barriers faced by disadvantaged pupils within the school. The approach taken is often individual and bespoke in order to meet the needs of each pupil.

Leadership and governance

Expected standard 

Leaders lead from the front. They are highly visible around school. They place the needs of pupils at the heart of all decision-making. Leaders are passionate for the school to continue

to improve. They have an accurate overview of the school's strengths and what it needs to do to improve. Leaders ensure that staff know this, too. There is a real team approach to school improvement.

Skilled and committed governors support the school well. They are well informed and focused on ensuring leaders further develop the school. Governors fulfil their statutory duties effectively. They drive improvement because they are adept at asking the right questions in order to challenge leaders effectively.

Leaders ensure that staff professional learning both secures positive current practice and supports school development. Wherever possible, leaders use best and research-based practice to make provision better. For example, they routinely use the expertise of local English and maths specialist hubs.

Staff value highly the help leaders give them. A typical comment was that 'all steps to reduce workload have been taken'.

Parents are pleased with the support the school provides for their child. One parent comment summed up the views of many, by saying 'children leave the school as kind people'.

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

Pupils are at the heart of everything this school does. This is because leaders ensure that pupils develop a deep understanding of the school's HEART values. For example, pupils can explain the meaning of values such as 'aspire', saying this is being able to reach your potential. Pupils believe that these values help them in school and life. There is a real family feel to this school. Pupils say they feel safe because 'we are a family, we work together and get on'.

Pupils' behaviour is impressive. They behave very well in class and around the school. Pupils are very welcoming and polite. They know the school rules of 'be kind, work hard, try your best'. They understand that these are important so everyone gets along well. Pupils treat each other with care and understanding. Bullying is rare. Leaders are ambitious for pupils to attend school well. There is a myriad of support for families who struggle with their child's attendance. Pupils who miss too much time off school receive support, which ensures that their attendance improves.

Committed staff ensure that pupils achieve well. Many pupils start school at levels below those expected for their age. By the time pupils leave school, by far the majority are achieving as well as those nationally. Central to this is the way staff identify possible barriers to learning pupils may have, particularly if pupils are disadvantaged. Pupils find the school's curriculum engaging and exciting. They love to talk about what they have learned. They are well prepared for the next step of their education.

Leaders ensure that pupils are aspirational for their future. Pupils know what to do to reach these aspirations. Leaders nurture pupils' talents and interests well. For example, talented geographers or historians become 'history heroes' or members of the 'geography gang'.

Next steps

- Leaders should embed the strategies and support in place to improve pupils' attendance so that these have a long-term impact on pupils attending school.
 - Leaders should ensure that staff support pupils at the early stages of writing so that pupils secure important knowledge and skills in spelling, punctuation and handwriting.
 - Leaders should support staff to adapt learning for pupils with special educational needs and/or disabilities so that these pupils learn well in all subjects.
-

About this inspection

This school is a single academy trust. The chair of the board of trustees is Sarah Jane Beckett.

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, including the headteacher, deputy headteacher, assistant headteachers and other leaders during the inspection. The lead inspector spoke with members of the board of governors, including the chair of the trust. The lead inspector also spoke with a representative of the local authority.

The inspectors confirmed the following information about the school:

The school uses one registered alternative provision.

Headteacher: Tracy Grieb

Lead inspector:

Barry Yeardsley, His Majesty's Inspector

Team inspectors:

Rob Johnstone, Ofsted Inspector

Christian Hamilton, Ofsted Inspector

Vanessa Payne, 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 24 March 2026

School and pupil context

Total pupils

456

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

472

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)

46.25%

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

2.41%

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

23.25%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below 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)	66%	62%	Close to average
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	63%	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	77%	74%	Close to average
2024/25 (revised)	78%	75%	Close to average
2023/24 (final)	76%	74%	Close to average
2022/23 (final)	78%	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	73%	72%	Close to average
2024/25 (revised)	76%	72%	Close to average
2023/24 (final)	73%	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	78%	73%	Close to average
2024/25 (revised)	81%	74%	Close to average
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	75%	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	53%	46%	Close to average
2024/25 (revised)	64%	47%	Above
2023/24 (final)	48%	46%	Close to average
2022/23 (final)	48%	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 (revised)	72%	63%	Close to average
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	74%	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)	80%	59%	Above
2023/24 (final)	57%	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	68%	60%	Close to average
2024/25 (revised)	76%	61%	Above
2023/24 (final)	62%	59%	Close to average
2022/23 (final)	65%	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	53%	68%	-14 pp
2024/25 (revised)	64%	69%	-5 pp
2023/24 (final)	48%	67%	-20 pp
2022/23 (final)	48%	66%	-18 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 (revised)	72%	81%	-9 pp
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	74%	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	66%	78%	-12 pp
2024/25 (revised)	80%	78%	2 pp
2023/24 (final)	57%	78%	-20 pp
2022/23 (final)	61%	77%	-16 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	68%	80%	-12 pp
2024/25 (revised)	76%	81%	-5 pp
2023/24 (final)	62%	79%	-18 pp
2022/23 (final)	65%	79%	-15 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)	6.5%	5.2%	Above
2023/24 (3 term)	6.8%	5.5%	Above
2022/23 (3 term)	7.3%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	18.5%	13.3%	Above
2023/24 (3 term)	21.6%	14.6%	Above
2022/23 (3 term)	23.3%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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

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