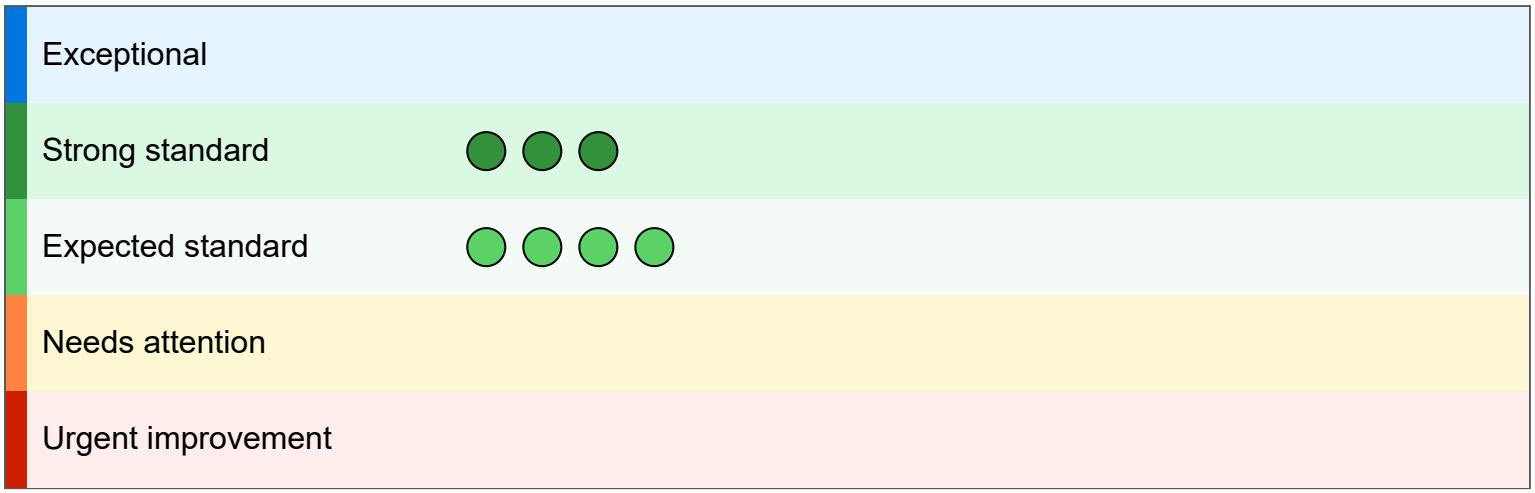
Little Aston Primary Academy

Address: Forge Lane, Little Aston, Sutton Coldfield, West Midlands, B74 3BE

Unique reference number (URN): 148285

Inspection report: 28 April 2026



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

Achievement

Strong standard

Pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, achieve very well across the curriculum. At the end of Year 6, pupil outcomes over recent years have been well above national figures in reading, writing and mathematics. The proportion of pupils reaching the higher standard is also above average. As a result, pupils are very well prepared for the next stage, including their transition to secondary school. Pupils' achievement in the national times table check and phonics screening check is also higher than other pupils nationally.

Teachers ensure that pupils build up a secure grasp of key skills and knowledge. This means that they can work independently. Pupils talk confidently about their learning. Work in their books illustrates how they develop a depth of learning over time.

Inclusion

Strong standard

Pupils with special educational needs and/or disabilities and those who are disadvantaged thrive in this school. Since the previous inspection, leaders have put in place high-quality provision and established a culture of inclusivity across the whole school. All pupils benefit from this welcoming culture. Staff identify pupils' individual needs quickly. All staff have a detailed knowledge of the specific needs of the pupils. Individual pupil support plans contain the precise support they need. Staff carefully monitor the impact of these plans. If pupils do not make the progress leaders expect, plans are adapted appropriately.

Leaders' use of additional funding has a notable impact on the achievements of pupils who are disadvantaged. They ensure that this includes pupils who are higher prior attainers. This means that at the end of key stage 2, a significant number of disadvantaged pupils achieve higher than their peers nationally. Pupils who are disadvantaged benefit from the same wider experiences as other pupils. They take part in activities that enrich their learning, promote their independence and develop their confidence.

Leaders ensure that high-quality pastoral care removes any barriers to pupils' success. They work sensitively with families to build trusting and respectful relationships. Parents and carers appreciate this support.

Personal development and wellbeing

Strong standard

Leaders have embedded an ambitious and well-considered personal development and wellbeing programme that has a very positive impact on all pupils. The curriculum goes significantly beyond the academic to support life beyond school. For example, pupils have a deep understanding of how to keep safe online and the positives and negatives of artificial intelligence and screen time. Leaders adapt the personal, social, health and economic curriculum effectively for pupils with special educational needs and/or disabilities (SEND). Pupils who need it receive additional interventions to support their understanding. Pupils learn about relationships and sex and health education in an age-appropriate way. They

know how to eat healthily and how to keep themselves safe. For example, older pupils learn basic first aid and how to support their mental health.

Pupils are articulate about different faiths and cultures. They say that racism and homophobia are rare and that should they arise, leaders will address them swiftly. They talk confidently about democracy and how their leadership roles demonstrate this. They value the opportunities to contribute to the school community. This includes, when appropriate, leading their own clubs.

Leaders carefully track participation in wider opportunities so that all pupils are involved. They remove barriers so disadvantaged pupils and those with SEND benefit fully. Leaders have carefully considered the opportunities, trips and visitors to the school, which enhance pupils' experiences. For example, leaders have ensured that more clubs are being taught during the school day, so that this widens the enrichment opportunities for all pupils. As a result, pupils' individual talents are developed through many different experiences. Pupil passports set out an impressive programme of planned opportunities that build progressively from the early years to Year 6. These activities develop pupils' resilience, independence and confidence.

Expected standard

Attendance and behaviour

Expected standard

Leaders place a high priority on attendance. They analyse and track attendance closely. Absence patterns are identified and decisive action is taken as a result. Overall, attendance remains close to the national average. Pupils with special educational needs and/or disabilities attend well. However, there is a small number of pupils who struggle to attend school as regularly as they should. Leaders understand the barriers individual pupils face and continue to work with families to ensure attendance improves.

Leaders have very high expectations of pupils' behaviour. Pupils understand and follow the school rules consistently well. They are very proud to represent the school externally. Pupils have very strong attitudes to learning. They work diligently in lessons. Pupils are polite and kind and treat one another with respect. Discrimination and poor behaviour are rare. Any forms of reported bullying are dealt with effectively. Older pupils are role models to younger children. They take their roles of 'buddies' very seriously and help to model safe and appropriate behaviour. Leaders take account of individual pupil needs when deciding on strategies to improve behaviour. Fixed-term suspensions are rare and always used appropriately.

Curriculum and teaching

Expected standard

Leaders have put in place an ambitious and well-designed curriculum. They have identified the important knowledge and skills that pupils need at each stage of their learning. As a result, pupils progress well from their starting points across different subjects, including reading, writing and mathematics. Leaders' actions have secured notable improvements in the quality of pupils' work and their understanding.

Teachers have secure subject knowledge. They ask effective questions to help pupils think more deeply. Teachers ensure that pupils practise the essential knowledge and skills they need to secure their learning. They typically check that pupils understand what they have learned. However, teachers do not always use this information to adapt their teaching as sharply as they could.

Staff have high expectations of all pupils, including those with special educational needs and/or disabilities. These pupils successfully achieve in line with their peers. Pupils talk confidently about their learning. Their books are generally well presented. Pupils are proud of their successes.

Early years

Expected standard

Leaders have established a well-organised early years curriculum. Children typically make a secure start to their learning. Staff work well with parents and carers to get to know their children and their individual needs. Children with special educational needs and/or disabilities are supported effectively. Staff identify barriers to learning appropriately and adapt their teaching to ensure children engage well.

Children are curious and love learning. Staff ensure that children's wellbeing and welfare are prioritised. They praise children's resilience and when they work hard. As a result, children concentrate for sustained periods, both independently and in groups.

Leaders ensure that children develop their reading, writing and number skills so that they can become successful learners. The teaching of early reading is effective. Pupils read books that are well matched to their understanding of phonics. Staff consistently promote the love of reading from an early age.

Staff plan learning that engages the children and promotes discussion. Typically, children secure the communication and vocabulary skills they need and are well prepared for the transition to Year 1. Sometimes, staff do not fully maximise the opportunities to take learning forward through high-quality discussions and interactions. This means that some children do not progress as well as they could.

Leadership and governance

Expected standard

Leaders, including governors and trustees, have a clear understanding of the school's strengths and areas for development. They have secured significant improvements, particularly in inclusive classroom practice. Decisions that leaders make always put pupils front and centre. The provision for pupils with special educational needs and/or disabilities and those with other vulnerabilities has been a high priority. As a result, these pupils are achieving well and enjoying school.

Local governors play an active role in school life. They understand their roles and provide effective challenge and support to leaders. They also ensure leaders are supported so that everyone in the school community is able to flourish and succeed. Support from the trust is targeted and effective.

Leaders have established a successful professional learning programme. This contributes to the high-quality teaching across the school. Staff benefit from coaching, mentoring, networking and other professional development opportunities. They feel valued and well supported and say that workload is well considered.

Many parents and carers speak highly of the school. They value the warm and family feel and how this nurtures their children.

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

This is a warm and friendly school where pupils thrive. Pupils enjoy being part of a close-knit community. They value the positive relationships with their teachers and the family feel of the school. Pupils develop strong friendships that go beyond their year groups. For example, Year 6 pupils buddy up with younger pupils. Older pupils love this and are proud to be role models across the school.

The curriculum is carefully constructed from the early years. This means that all pupils, including those with special educational needs and/or disabilities, disadvantaged pupils and those with additional barriers to their learning, achieve well. Any barriers pupils may have are carefully reduced so that they progress well from their starting points. Pupils are well prepared for the next stages of their education.

Pupils' behaviour is excellent. They live up to leaders' high expectations of them. Bullying is rare and discrimination is not tolerated. If it does occur, pupils know that it will be dealt with quickly. Pupils are respectful and knowledgeable about diversity. They value learning about different religions and cultures. They also talk with sensitivity and understanding about how some pupils may require additional support to help them learn. Pupil interactions are rooted in respect for each other.

Pupils enjoy coming to school and typically attend well. They feel safe, supported and ready to learn. Parents and carers echo this view and appreciate the high levels of care and nurture their children receive. One parent commented, 'This is a lovely school. The teachers are fantastic and put so much love and effort into everything they do. My children skip into school.'

Next steps

- Leaders should continue to work with families to reduce rates of persistent absence so that more pupils benefit from the school's high-quality curriculum offer.
- Leaders should ensure that when teachers identify gaps in pupils' understanding, they adapt their teaching appropriately so that pupils consistently make strong progress across the curriculum.

- In the early years, leaders should continue to ensure that staff provide opportunities for high-quality interactions and discussions so that children's communication skills and understanding develop well.

About this inspection

This school is part of Staffordshire University Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Dr James Capper, and overseen by a board of trustees, chaired by Mary Walker.

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 with the headteacher, the two deputy headteachers, the special educational needs coordinator and other members of staff. The lead inspector met with representatives of the board of trustees and the local academy board, the CEO and the deputy CEO during the inspection.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Headteacher: Elizabeth Pearce

Lead inspector:
Eve Morris, His Majesty's Inspector

Team inspectors:
Edward Masterson, Ofsted Inspector
Nadeem Bhatti, 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 28 April 2026

School and pupil context

Total pupils

225
Close to average

What does this mean?

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

National average: 272

School capacity

230
Close to average

What does this mean?

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

National average: 300

Pupils eligible for free school meals (FSM)

10.10%
Below 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

0.44%
Well 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

12.44%

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 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	84%	61%	Above
2024/25 (final)	82%	62%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	89%	61%	Above
2022/23 (final)	83%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	98%	74%	Above
2024/25 (final)	97%	75%	Above
2023/24 (final)	97%	74%	Above
2022/23 (final)	100%	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	92%	72%	Above
2024/25 (final)	94%	72%	Above
2023/24 (final)	91%	72%	Above
2022/23 (final)	91%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	73%	Above
2024/25 (final)	82%	74%	Above
2023/24 (final)	97%	73%	Above
2022/23 (final)	89%	73%	Above

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	78%	46%	Above
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	100%	62%	Above
2024/25 (final)	S	63%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	78%	59%	Above
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	89%	60%	Above
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	78%	68%	10 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	100%	80%	20 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	78%	78%	0 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	89%	80%	9 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.8%	5.2%	Close to average
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	5.1%	5.9%	Below

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)	10.8%	13.0%	Close to average
2023/24 (3 term)	11.8%	14.6%	Close to average
2022/23 (3 term)	9.7%	16.2%	Below

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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