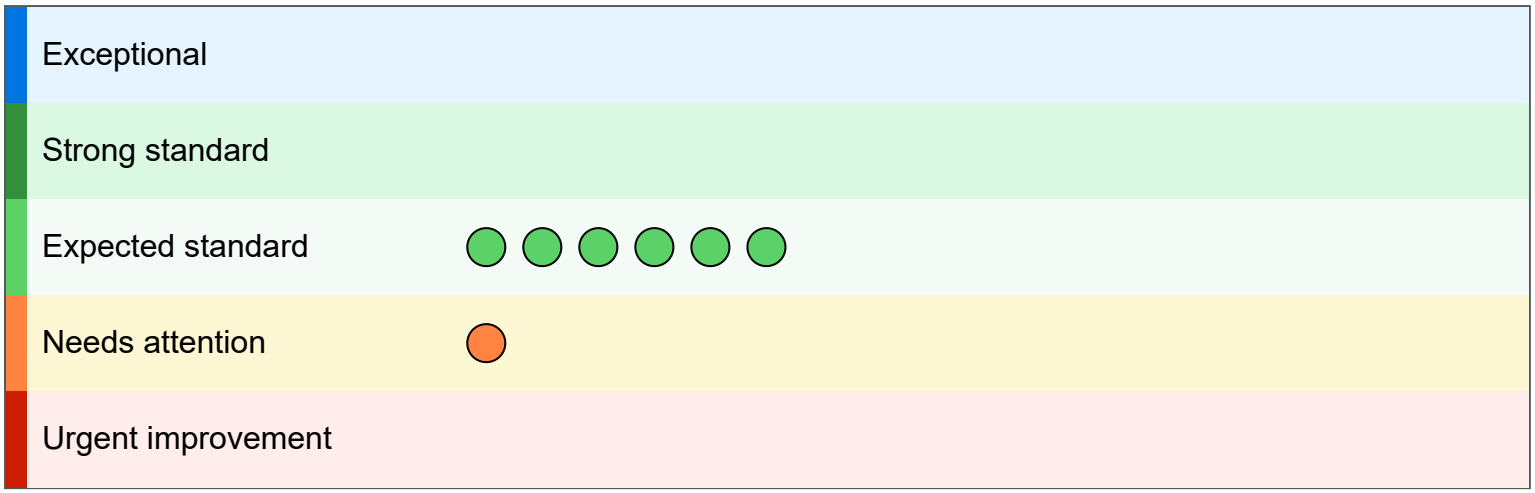
Hurst Hill Primary School

Address: Paul Street, Hurst Hill, Coseley, Bilston, West Midlands, WV14 9AJ

Unique reference number (URN): 143537

Inspection report: 24 March 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.

Expected standard

Attendance and behaviour

Expected standard

Leaders monitor attendance closely and act quickly when concerns arise. They identify pupils at risk of low attendance, including disadvantaged pupils, those with special educational needs and/or disabilities (SEND), and those known, or previously known, to children's social care. Leaders work with families to remove barriers to attendance and provide targeted pastoral support. As a result, most pupils attend regularly. The proportion of pupils who are persistently absent is reducing, although a small number of pupils still need further support to attend as well as they should. Leaders continue to refine their approach so that more pupils benefit from improved attendance.

Pupils behave sensibly in lessons and around the school. Leaders have established a calm, orderly and respectful environment where routines are understood and followed. Pupils listen carefully and show positive attitudes to learning. They say that bullying is rare and that staff deal with any concerns quickly, consistently and fairly. Staff know pupils well and make appropriate adjustments for those with SEND so they can meet expectations. Staff ensure that any form of discrimination, harassment, or violence is not tolerated. Pupils say that they feel safe. They are proud of their school and contribute to its positive, welcoming atmosphere.

Curriculum and teaching

Expected standard

Leaders have constructed an ambitious, broad and balanced curriculum that sets out the knowledge that pupils need for their next steps. They have adapted the curriculum to meet the needs of their community, with a strong focus on developing pupils' early language and vocabulary.

Leaders have a clear understanding of the quality of the curriculum and teaching. They check practice regularly and make informed decisions to strengthen consistency throughout the school.

The curriculum is usually well sequenced across subjects and phases. In phonics, staff teach a systematic programme with consistency. Adults model sounds accurately and give pupils regular opportunities to revisit and apply what they have learned. Leaders prioritise pupils who need to develop or catch up with early reading, writing and mathematics. These pupils receive targeted support which is having a positive impact.

Leaders make sure teachers have the subject knowledge they need. Staff receive suitable training to develop their practice, including their use of questioning and modelling. In the wider curriculum, teachers demonstrate secure subject knowledge and link learning across subjects to deepen pupils' understanding.

Staff know pupils well. They adapt teaching appropriately for disadvantaged pupils, those with special educational needs and/or disabilities, and those known or previously known to children's social care.

Early years

Expected standard

Children get off to a positive start in the early years. Staff establish clear routines that help children feel safe and secure. As a result, children settle quickly, listen well to adults and engage confidently with the activities provided. Children's communication and language skills are prioritised. Adults model new vocabulary well and use high-quality talk to extend children's language. Staff introduce children to a rich vocabulary through effective interactions which are guided by children's individual targets. Staff cultivate warm, nurturing relationships which support children's personal, social and emotional development effectively.

The curriculum supports children's progress across all areas of learning, with a strong emphasis on early literacy. Staff prioritise the development of reading. Teachers teach phonics with fidelity to the school's chosen approach so children blend sounds accurately and recognise tricky words.

Children with special educational needs and/or disabilities are well supported. Adults understand pupils' needs and adapt activities sensitively, including for nursery children, who are settled and engaged. Parents and carers speak positively about the support their children receive. Staff work closely with families to ensure children's needs are understood. By the end of Reception, most children develop the knowledge and confidence they need for Year 1.

Inclusion

Expected standard

Leaders have created an inclusive culture in which all pupils are known well and valued. Leaders gather information from staff, families and external professionals to build an accurate picture of each pupil's needs. They use a clear approach to provide targeted support and review the impact of this. This includes pupils with special educational needs and/or disabilities, disadvantaged pupils and those who are known, or previously known, to children's social care.

Leaders help pupils to overcome barriers to learning and wellbeing through carefully-planned support and reasonable adjustments. Staff adapt tasks and resources, such as using vocabulary prompts and structured steps to success. This supports pupils to learn the same curriculum as their peers. Leaders track pupils' progress closely, review the impact of interventions regularly and adjust support when needed.

Staff receive training on how to meet a wide range of pupils' needs. Leaders work closely with external agencies, including educational psychologists, speech and language therapists and social care professionals. They work effectively with the virtual school to support pupils known to children's social care. Leaders use pupil premium funding to target academic and pastoral support. There is further work underway to better utilise this additional funding to improve outcomes for disadvantaged pupils.

Leadership and governance

Expected standard

Leaders have an accurate understanding of the school's strengths and the areas that require further work. Their priorities are shaped by a clear grasp of the school's context, including the high proportion of pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged. Leaders' actions to strengthen the curriculum, improve attendance and secure greater consistency in teaching are informed by careful evaluation and are beginning to have sustained impact.

Leaders are committed to continuous improvement and recognise where practice is not yet fully embedded. Leaders ensure that staff, including teachers at the start of their career, have access to relevant professional learning. Staff say they feel valued and well supported, and that leaders help them to manage their workload effectively.

Those responsible for governance provide appropriate challenge and support. Trustees meet their statutory duties and use detailed information to hold leaders to account for improvement work. They maintain oversight of safeguarding, behaviour and the curriculum, and ensure resources are used in pupils' best interests.

Leaders take decisions that prioritise pupils' needs, including those with SEND and those facing other barriers to learning. Their work with external agencies is purposeful and helps secure timely support for pupils. Parents and carers are very positive about the school.

Personal development and wellbeing

Expected standard

Leaders promote pupils' wellbeing through clear routines, calm environments and consistent expectations. Through the school's curriculum to develop pupils' character, they learn how to keep themselves safe. This includes how to manage risks in the community and online. Pupils learn about healthy relationships and how to recognise unsafe situations. The 'skills builder' programme raises pupils' aspirations through introducing them to a range of career options. Pupils learn other life skills, for example financial management.

The school's curriculum for personal development is broad and appropriate for pupils' ages. Pupils learn to reflect on their beliefs and experiences. They understand right and wrong and consider the impact of their actions on others. They develop cooperation and conflict-resolution skills through group work and play, for example. Pupils learn about diversity, fairness and equality. They begin to understand social behaviours such as taking turns, listening to others and sharing ideas respectfully. Leaders provide opportunities for pupils to explore creative, artistic and cultural experiences that broaden their understanding of the wider world.

Pupils take on roles, such as bench monitors, where they ensure no one is left out at playtime and everyone has someone to play with. They enjoy clubs, visits and wider experiences that extend the curriculum and help them develop new interests. Leaders ensure that disadvantaged pupils, pupils with special educational needs and/or disabilities, and those known to children's social care are fully included in all aspects of school life. Staff make appropriate adjustments so that all pupils can participate and thrive. As a result, pupils develop resilience, confidence and a strong sense of belonging.

Needs attention

Achievement

Needs attention

Previously, too many pupils have not achieved as well as they should by the time they leave the school. Published outcomes show that attainment in reading, writing and mathematics has been below national figures for several years. A small number of pupils still struggle to read fluently. This limits how well they understand what they read and affects their progress across year groups and key stages. As a result, some pupils are not as well prepared for their next stage of education as they should be.

Leaders are clear what needs to be done to improve pupils' achievement. They have strengthened the teaching of early reading and have targeted support. Leaders have introduced clear systems and processes to support teachers to implement the curriculum successfully. As a result, current pupils now make effective progress from their starting points. This includes pupils with special educational needs and/or disabilities, disadvantaged pupils and those who are known, or previously known, to children's social care. In the wider curriculum, pupils recall prior learning and use subject-specific vocabulary with increasing confidence.

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

Pupils are happy and feel safe at this welcoming school. They arrive each morning to friendly greetings from staff who know them well. This helps pupils settle quickly and feel part of a caring community. Parents and carers speak warmly about the school and say staff listen to them and act when needed. Pupils say there is always an adult that they can talk to if they are worried. They trust staff to help them.

Pupils behave sensibly in lessons and around the school. They follow routines and show respect for adults and each other. At breaktimes, pupils play kindly and include others in their games. They say bullying is rare and that staff deal with any concerns quickly. They understand the importance of being thoughtful and respectful. Pupils attend regularly and understand why coming to school every day matters.

Pupils with special educational needs and/or disabilities, disadvantaged pupils and those who face other challenges are fully included in school life. Staff understand pupils' needs well and adapt activities so that pupils learn successfully alongside their classmates. Pupils who are known to children's social care are supported sensitively. Pupils enjoy a range of wider experiences, including clubs, visits and leadership roles. Pupils learn about being responsible members of their school and local community; they begin to understand life in modern Britain.

Pupils enjoy learning and take pride in their work. Younger pupils are enthusiastic about learning new sounds in phonics, while older pupils talk confidently about what they have learned in subjects, such as history and computing. However, some pupils do not achieve as well as they should by the time they leave the school, particularly in reading. Leaders are

strengthening teaching and support, so pupils are beginning to benefit from these improvements.

Next steps

- Leaders should ensure that they continue to improve the achievement of all pupils, especially those who are disadvantaged.
- Leaders should ensure that improvements in teaching continue to further enable pupils to develop deep, secure knowledge across all subjects within the curriculum, leading to consistently high standards of achievement in all subjects.
- Leaders should evaluate the effectiveness of the pupil-premium strategy more rigorously, ensuring chosen approaches demonstrably help pupils to reduce barriers and improve outcomes for disadvantaged pupils.
- Leaders should continue to identify and tackle barriers to pupils' attendance to secure further improvement in attendance, particularly for disadvantaged pupils.

About this inspection

This school is part of Hales Valley Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rebecca Cox, and overseen by a board of trustees, chaired by Mark Simpson.

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, members of the senior leadership team and other leaders. They also spoke with representatives of the trust, including trust leaders and trustees during the inspection.

The inspectors confirmed the following information about the school:

The school also runs, under the same registration, an on-site pre-school provision for children aged 3 and 4 years.

The school uses no alternative provision.

Headteacher : Claire Johnson

Lead inspector:
Matt Fletcher, His Majesty's Inspector

Team inspectors:
Nina Sangha, Ofsted Inspector
Janice Wood, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 24 March 2026

School and pupil context

Total pupils

232
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

353
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)

32.35%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.31%
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

21.12%
Above average

What does this mean?

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

National average: 15%

Location deprivation

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	45%	61%	Below
2024/25 (revised)	53%	62%	Below
2023/24 (final)	43%	61%	Below
2022/23 (final)	39%	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	63%	74%	Below
2024/25 (revised)	67%	75%	Below
2023/24 (final)	60%	74%	Below
2022/23 (final)	63%	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	58%	72%	Below
2024/25 (revised)	70%	72%	Close to average
2023/24 (final)	57%	72%	Below
2022/23 (final)	50%	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	71%	73%	Close to average
2024/25 (revised)	77%	74%	Close to average
2023/24 (final)	63%	73%	Below
2022/23 (final)	74%	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	17%	46%	Below
2024/25 (revised)	0%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	25%	46%	Below
2022/23 (final)	18%	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	43%	62%	Below
2024/25 (revised)	43%	63%	Below
2023/24 (final)	42%	62%	Below
2022/23 (final)	45%	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	33%	59%	Below
2024/25 (revised)	29%	59%	Below
2023/24 (final)	42%	58%	Below
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	57%	60%	Close to average
2024/25 (revised)	43%	61%	Below
2023/24 (final)	58%	59%	Close to average
2022/23 (final)	64%	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	17%	68%	-51 pp
2024/25 (revised)	0%	69%	-69 pp
2023/24 (final)	25%	67%	-42 pp
2022/23 (final)	18%	66%	-48 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	43%	80%	-36 pp
2024/25 (revised)	43%	81%	-38 pp
2023/24 (final)	42%	80%	-38 pp
2022/23 (final)	45%	78%	-33 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	33%	78%	-44 pp
2024/25 (revised)	29%	78%	-50 pp
2023/24 (final)	42%	78%	-36 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	57%	80%	-23 pp
2024/25 (revised)	43%	81%	-38 pp
2023/24 (final)	58%	79%	-21 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	64%	79%	-16 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)	6.1%	5.2%	Above
2023/24 (3 term)	5.5%	5.5%	Close to average
2022/23 (3 term)	5.5%	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)	21.3%	13.3%	Above
2023/24 (3 term)	15.4%	14.6%	Close to average
2022/23 (3 term)	16.5%	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.

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