

Perryfields Primary School

Address: Apsley Road, Oldbury, West Midlands, B68 0QY

Unique reference number (URN): 103953

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

Achievement

Expected standard 

Across subjects, pupils typically achieve close to the national averages in their end of Year 6 tests. Leaders identify when pupils do not meet their high expectations and take action. For example, leaders have improved the planning and teaching of mathematics. Leaders identify any barriers to learning that pupils who join the school might have. Leaders know that pupils' handwriting is inconsistent, particularly for pupils that join the school later on. They are focusing on supporting these pupils to improve. However, overall, pupils are performing well because they have the foundations they need to achieve, and they are ready for their next stage of learning.

Pupils develop a love of reading as they move through the school. Phonics is taught systematically, so that pupils learn to read unfamiliar words. Typically, pupils make secure progress from their starting points. Pupils with special educational needs and/or disabilities are given targeted help to enable them to succeed.

Attendance and behaviour

Expected standard 

Leaders work tirelessly to ensure pupils attend school more often. Attendance champions and rewards motivate pupils. Exciting lunchtime activities draw them to school. They look forward to what is coming next. Positive relationships mean that leaders know why individual pupils do not attend regularly, and bespoke support improves attendance. While attendance data is below average, the work that leaders have done to improve attendance is having an impact. For pupils that have been at the school longer, the culture of good attendance that leaders have created is working to improve attendance. For pupils that join the school with poor attendance, improvements happen quickly. Over time, persistent absence is reducing.

Leaders' work to improve behaviour has been impactful. Pupils appreciate the clear expectations that leaders have and behave well. They have opportunities to thrive and are grateful. Leaders adapt the personal development lessons when bullying happens, so that pupils learn to make different choices. Leaders deal with bullying quickly and effectively. Pupils generally enjoy learning. However, in some lessons, pupils are less engaged. Pupils are grateful for the help they receive from trusted adults. They understand tolerance and the protected characteristics well, and they know that discrimination is not tolerated at the school. They are generally confident at resolving friendship issues themselves.

Curriculum and teaching

Expected standard 

Leaders are ambitious about the curriculum that is taught in every class. They know their community well and make sure pupils learn what they need to be successful. In lessons, pupils are generally engaged and enjoy their learning. They revisit the things they have previously learned so that they are ready to learn more each lesson. Teachers check their progress often and know when to help pupils to do things that they find difficult. However, in mathematics, some more able pupils often have to complete easier tasks before they get to learning that challenges them further. These pupils could make more progress if they are given challenging tasks from the start.

Subjects are taught in interesting ways. In science, pupils generally get to do regular practical work. In history and geography, pupils show a secure understanding of the topics they have studied. However, in art, pupils do not consistently develop the skills to improve their work or talk about the great artists that inspire them.

Teachers receive appropriate training to help them to deliver the curriculum in class. Lessons are typically engaging, and pupils produce work of an age-appropriate standard. For some pupils, handwriting is inconsistent. However, leaders have prioritised writing as an area to improve. Pupils generally learn the foundations they need to be ready for future learning.

Early years

Expected standard 

Leaders and staff are ambitious for children in the early years. They make sure they get off to the very best start. Leaders know that some children struggle to communicate well when they start school, so they adapt lessons to make sure there are lots of chances to talk. Leaders take time to get to know children so they can identify any barriers to learning as soon as possible. They use this information to support children and adapt their learning every day. This includes children with special educational needs and/or disabilities.

Leaders know that some children do not achieve a good level of development by the end of Reception. However, they understand the reasons for this and make sure that children receive targeted support. Children generally make good progress from their starting points because the activities interest and engage them. Lessons are fun, well taught, active and creative. Some pupils are capable of making better progress with more challenging activities.

Staff take good care of children in the early years, noticing changes, asking questions and creating a safe environment. Children are happy. The classrooms are full of interesting vocabulary for children to learn, and adults make sure they talk to every child as much as possible.

Inclusion

Expected standard 

Inclusion is central to the school's work, and leaders make sure that all pupils have a chance to thrive from day one. Leaders know pupils well and this means that, typically, the right kind of support is put in place for pupils as soon as they need it. They generally consider the links between inclusion, behaviour, safeguarding and attendance. This helps them to remove barriers and improve outcomes for pupils.

The 'Hub' and the 'Rainbow Room' provide safe and engaging places for children with special educational needs and/or disabilities to achieve. Leaders make sure these pupils learn important skills that will help them to achieve well. They closely monitor their progress and adapt activities to support their learning effectively.

Leaders ensure that pupil premium funding targets the needs of disadvantaged pupils. They pay close attention to the needs of pupils who have been previously looked after or known to social care, and they make sure these pupils thrive. Positive relationships with families and effective communication underpin this work.

Leaders work closely with local agencies to make sure pupils' needs are met. They make sure staff receive training to help them to meet these needs. Parents are involved at every stage.

Leadership and governance

Expected standard 

Leaders are ambitious for pupils, but beyond this, they also care for each and every child. Leaders know the school's strengths, such as the improvements to the way mathematics is taught. They are furthering their work to ensure they have a deep understanding of all the improvements needed. They are also proud of the continuing improvements to attendance. They celebrate positive behaviour and the active and happy experiences that pupils enjoy at lunchtime. Leaders also know the areas that need to be improved even further and are constantly working to make these changes.

The governing board is knowledgeable about the work leaders do to improve the school. They challenge leaders to improve attendance and celebrate their successes. Governors know the school and the community well, and they work to strengthen relationships with parents and families. They make sure communication is regular and important messages about attendance are shared. They encourage parents to join the newly formed parent-teacher association to support the work of the school.

Governors and leaders strategically plan for the future and ensure resources are used appropriately. Leaders have considered the skills that staff need in order to perform well, and they have ensured that all staff receive appropriate development opportunities. Staff feel valued and respected, and they like to work at this school. They know how to access help whenever necessary.

Personal development and wellbeing

Expected standard 

Leaders know their community well. Pupils learn the things that they will need to keep themselves safe, happy and fulfilled. Leaders change and improve the personal development curriculum to meet pupils' needs. Pupils can talk about the fundamental British values with confidence. They know about tolerance and democracy. They know they have an important place in their school and society. On Culture Day, the pupils celebrate their diversity and show respect for cultures that are different to their own. Pupils learn how to play African drums in their music lessons.

Pupils learn about religions and can talk about spirituality. They enjoy visits to local places of worship. Leaders give pupils opportunities to reflect and consider what spirituality means to them. The artwork they produce to communicate this is thought-provoking. Pupils know what makes healthy and positive relationships. They know what different families look like and about the changes their bodies will go through as they grow. Theatre performances engage them. Careers events inspire pupils to build their own ambitions. Presentations from Paralympians, the police and a climber inspire pupils for the future.

Leaders meet the pastoral needs of pupils well. Counsellors are available to help pupils to thrive, and trusted adults have been well trained to support pupils when they need help. Parents are well supported too, with regular coffee mornings providing a chance to

strengthen important relationships between home and school. These activities mean pupils feel safe and secure in school. They enjoy sharing their talents in praise assemblies.

Leaders offer many activities to develop pupils' interests, such as crochet, LEGO, athletics and dance. They encourage pupils to lead and take on responsibilities such as being attendance champions and play leaders. Pupils are motivated by this and enjoy inspiring their friends. Leaders make sure that these opportunities, as well as clubs, are open to everyone. They are working on this more closely to identify any pupil who may not be participating. This includes pupils with special educational needs and/or disabilities, disadvantaged pupils and those with barriers to learning.

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

Pupils are proud to be part of the school community at Perryfields Primary School. When pupils start school, adults take time to get to know them and, as a result, they develop positive relationships and learning from day one. This includes pupils that join the school in the middle of the year. In national assessments, pupils typically achieve well and leaders know how to support pupils who need a little extra help. Pupils enjoy learning and talk about school trips with excitement, such as trips linked to history topics. They have opportunities for spiritual reflection, which are woven into art topics. Pupils with barriers to learning and those with special educational needs and/or disabilities are given a range of opportunities so that they thrive. They are valued and respected and make positive progress from their starting points.

Pupils feel safe and appreciate the trusted adults that they have to help them and their families. Pupils behave well. They like the clarity of the new behaviour policy because it helps them to stay calm, and they enjoy the improvements that leaders have made to their playtimes. This has contributed to improvements in pupils' attendance at school, as well as their attitudes to learning. Pupils are increasingly happy to come to school. Pupils are resilient and know how to resolve problems themselves. Sometimes, bullying happens, but pupils know the adults will guide them to make sure it quickly stops.

Typically, pupils enjoy their lessons. They also look forward to playtimes, where activities keep them active and develop their imagination. They benefit from a range of clubs, including sports and arts and crafts. Adults do their best to make sure that pupils who would benefit the most from these experiences have a chance to attend. Pupils are well prepared for the future. They have ambitions that are supported and nurtured by the school during careers events.

Next steps

- Leaders should analyse the impact of their work more closely over time, so that they know what works well and can make sure improvements are well embedded.
- Leaders should further support staff to ensure that pupils secure foundational knowledge, especially in handwriting, more consistently.

- Leaders should continue to work on promoting positive attendance, particularly in the early years, and continue to address barriers for the persistently absent pupils.
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About this inspection

The co-chairs of the board of governors in this school are Sarah Gooding and Jonathan Batham.

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 the headteacher, deputy headteacher, special educational needs and/or disabilities coordinator, staff members, a local authority representative, governors and pupils during the inspection.

The school currently uses no alternative provision.

Headteacher: Mrs Terry Jones

Lead inspector:

Tess Sharman, His Majesty's Inspector

Team inspectors:

Mark Bailie, Ofsted Inspector

Vicki Shuter, 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

362

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)

31.22%

Close to average

What does this mean?

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

National average: 26.3%

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

3.59%

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

24.31%

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

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	61%	Close to average
2024/25 (final)	62%	62%	Close to average
2023/24 (final)	50%	61%	Below
2022/23 (final)	55%	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	72%	74%	Close to average
2024/25 (final)	75%	75%	Close to average
2023/24 (final)	67%	74%	Below
2022/23 (final)	74%	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	75%	72%	Close to average
2024/25 (final)	75%	72%	Close to average
2023/24 (final)	75%	72%	Close to average
2022/23 (final)	74%	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	66%	73%	Below
2024/25 (final)	75%	74%	Close to average
2023/24 (final)	60%	73%	Below
2022/23 (final)	65%	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	39%	46%	Close to average
2024/25 (final)	53%	47%	Close to average
2023/24 (final)	21%	46%	Below
2022/23 (final)	41%	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	63%	62%	Close to average
2024/25 (final)	73%	63%	Close to average
2023/24 (final)	57%	62%	Close to average
2022/23 (final)	59%	60%	Close to average

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	57%	59%	Close to average
2024/25 (final)	53%	59%	Close to average
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	65%	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	57%	60%	Close to average
2024/25 (final)	80%	61%	Above
2023/24 (final)	29%	59%	Below
2022/23 (final)	59%	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	39%	68%	-28 pp
2024/25 (final)	53%	69%	-16 pp
2023/24 (final)	21%	67%	-46 pp
2022/23 (final)	41%	66%	-25 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	63%	80%	-17 pp
2024/25 (final)	73%	81%	-7 pp
2023/24 (final)	57%	80%	-23 pp
2022/23 (final)	59%	78%	-19 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	57%	78%	-21 pp
2024/25 (final)	53%	78%	-25 pp
2023/24 (final)	50%	78%	-28 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	65%	77%	-13 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 (final)	80%	81%	-1 pp
2023/24 (final)	29%	79%	-51 pp
2022/23 (final)	59%	79%	-20 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)	6.9%	5.2%	Above
2023/24 (3 term)	6.6%	5.5%	Above
2022/23 (3 term)	6.9%	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)	22.5%	13.0%	Above
2023/24 (3 term)	19.6%	14.6%	Above
2022/23 (3 term)	22.0%	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.

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