

Hamstead Primary School

Address: Hamstead Road, Great Barr, Birmingham, West Midlands, B43 5BE

Unique reference number (URN): 103895

Inspection report: 22 September 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 

Pupils' outcomes in national tests at the end of key stage 2 are broadly in line with national averages. Disadvantaged pupils benefit from support that is helping them to achieve well. The school's outcomes compare favourably with schools that share a similar context.

Pupils learn well across a range of subjects. They generally know and remember more as they make progress through the curriculum. Improvements to the teaching of phonics have had a positive impact on pupils' reading. Pupils build fluency and confidence from early years onwards. Their reading knowledge helps them to successfully access other areas of the curriculum.

Pupils' work in books shows them building knowledge over time. They secure this knowledge across a range of subjects. Often they make connections across subjects and over time. They are generally well prepared for the next stage of education by the time they leave the school.

Attendance and behaviour

Expected standard 

Leaders have created a welcoming environment where pupils are expected to attend regularly. Leaders regularly celebrate positive attendance rates in newsletters and in assemblies. The school has a determined but sensitive approach to supporting families if a pupil's attendance drops. They have secure understanding of the barriers that affect how regularly some pupils attend school. They use this knowledge to take an individualised approach to improving attendance. This work is proving successful. The school is rightly proud of how regularly pupils with special educational needs and/or disabilities (SEND) attend school. This attendance rate is higher than pupils with SEND nationally.

Pupils behave very well at all points of the day. They are polite and well mannered, and engage with each other in a respectful way. In lessons, they are keen to share their understanding. They listen carefully, and learning is rarely disrupted because of negative behaviour. Staff are positive role models, and set clear expectations for pupils' behaviour. Staff respond quickly and effectively to any behaviour incidents. Some pupils benefit from personalised approaches that support them in maintaining positive behaviour.

Curriculum and teaching

Expected standard 

Leaders have an accurate and informed understanding of the quality of the school's curriculum. They have designed a curriculum that is broad, balanced and well planned. It ensures that pupils build their knowledge and skills in a logical way.

Leaders closely monitor how effectively the curriculum is taught. Teachers set tasks that help pupils practice what they have learned. They also encourage pupils to share ideas and answers regularly. This helps staff to check pupils' understanding and address any misconceptions or mistakes quickly. They do this well. Teachers provide clear explanations that enhance pupils' learning.

Teachers typically make useful adaptations to support pupils with special educational needs and/or disabilities. They simplify reading materials and provide useful prompts that help pupils to answer questions. As a result, pupils typically keep up with the pace of the curriculum. However, occasionally for some pupils, work is too difficult and does not build on what they already know.

Some pupils receive additional support in lessons or extra help outside of the classroom. For the most part, this support is proving successful in helping pupils close gaps and keep up.

Early years

Expected standard 

Children make a positive start in the early years. Staff begin to establish relationships with families before children start at the school. This helps children to settle in quickly. They soon learn the rules and routines, and this helps them to stay safe and engage well with the provision.

Staff help children to develop positive attitudes to learning. They plan activities that enhance opportunities for children to learn and achieve. During these activities, staff take every opportunity to interact and extend children's learning. Communication is prioritised. For example, staff narrate children's actions and experiences, helping them to develop and extend their vocabulary and language skills. High-quality stories and books are also used to stimulate children's ideas and speech. Staff ask lots of questions to check and support children's understanding.

Leaders make reading a priority. Staff teach phonics well. Many children develop their knowledge of writing although leaders recognise this remains an area for further development. Leaders also acknowledge that, on occasion, some children are expected to write words, phrases and sentences that exceed their phonic knowledge. Leaders place a strong emphasis on developing children's language and communication skills.

Children with special educational needs and/or disabilities and other vulnerabilities are included well. Staff identify additional needs quickly and work effectively with families and external agencies where appropriate. Individual support plans help children make progress through the curriculum from their individual starting points.

Inclusion

Expected standard 

Leaders create a welcoming and inclusive environment. Staff receive training so that they know how to support pupils with special educational needs and/or disabilities (SEND) and those who may be vulnerable. They typically do this well. This helps ensure that pupils feel valued and develop a strong sense of belonging.

Nevertheless, leaders recognise the need to develop staff's expertise further so that support for pupils with SEND is more sharply tailored to their specific needs.

Leaders work closely with parents, carers and external professionals to identify pupils' needs swiftly and ensure that appropriate support is in place. They monitor the impact of this work but have identified the need to strengthen systems to check how effectively support helps pupils overcome barriers to learning.

Leaders and staff follow a structured approach to identify and support pupils with SEND. This approach includes teachers adapting lessons so that pupils with SEND participate alongside their peers. As a result, all pupils access the school's curriculum.

Leaders make effective use of external agencies to support vulnerable pupils, including those known to social care. Additional funding, including support for disadvantaged pupils, is used appropriately to help reduce barriers to learning and improve attendance.

Leadership and governance

Expected standard 

Leaders have a secure understanding of what the school does well and what it needs to improve. Their actions have already resulted in many improvements. They have successfully gelled the school community, working cohesively and collaboratively in the best interest of all pupils. Improvements in the early years and key stage 1 mean that pupils are now better prepared for learning in key stage 2.

Leaders provide opportunities for staff to develop professionally. This has increased staff's expertise and the effectiveness of teaching. Leaders have now identified the need to enhance staff's specialist knowledge further to increase the impact of the curriculum on pupils' learning.

Leaders promote staff's wellbeing. Staff recognise this and appreciate the efforts taken to manage their workload. They feel supported and valued. The majority of parents also recognise and appreciate the support their pupils receive from caring staff. Their kindness and respectful approach reflects the school's ethos and values. There is a sense of belonging in school. Pupils thrive because of the positive culture.

Governors have an accurate understanding of the school and its context. They support and challenge leaders to ensure that pupils receive a high-quality education. They strengthen the work of leaders and share the same high standards and expectations. They ensure that the school meets its statutory responsibilities effectively.

Personal development and wellbeing

Expected standard 

Pupils learn in a caring and inclusive culture where they are valued, supported and safe. Staff build positive relationships with pupils and act as role models. Pupils speak positively about the care they receive and value the kindness shown by adults.

The personal development programme prepares pupils for life beyond school. Pupils learn about healthy relationships, mental health and wellbeing. They know different ways they can seek help when needed. They share their worries with staff and trust adults to help them in a sensitive and supportive way. The curriculum teaches pupils about online and offline risks and helps them make informed and safe choices. In addition, leaders invite a wide range of visitors to school to teach pupils about issues such as water safety, railway safety and fire safety.

Pupils learn about democracy, respect, equality and the rule of law. Opportunities such as the school council help pupils understand democratic processes and develop leadership

skills. Opportunities such as litter-picking and art projects strengthen pupils' confidence, teamwork skills and sense of belonging within the local community.

Leaders ensure that all pupils access wider opportunities arranged by the school. Pupils attend clubs, educational visits and enrichment activities that help them discover new interests and develop their talents. These experiences broaden pupils' horizons and strengthen their ambitions. Many pupils recall learning about different faiths and cultures, although there is variation in how well pupils understand some concepts.

Pastoral support is a notable strength of the school. Leaders place a high priority on promoting pupils' mental health and wellbeing. Staff know pupils well and identify concerns quickly. Leaders provide timely and effective support when difficulties arise. This helps pupils feel safe, supported and ready to learn. Parents and pupils value the care and guidance provided by staff.

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

Pupils enjoy coming to this welcoming and inclusive school. They feel safe, valued and part of a community where everyone is treated fairly. Pupils say, 'We don't all look the same but we are all treated the same.' Pupils are polite, friendly and eager to talk about their learning and experiences. Positive relationships with staff help pupils feel confident to share worries and seek support when they need it. Features such as the chill-out zone provide pupils with space to manage their emotions and wellbeing successfully. Pupils proudly share that bullying is not a worry in their school.

Pupils benefit from a wide range of opportunities that enrich their experience beyond the classroom. Leaders have carefully adapted the club offer so that more pupils can take part. Lunchtime activities, including chess, knitting, gardening, crafts, bhangra and role-play games, help pupils develop new interests, friendships and skills. Sports are available to all pupils, ensuring that everyone has opportunities to be active and represent the school. Pupils also enjoy caring for the school garden and taking part in cooking challenges, including preparing healthy meals at home using produce they have grown themselves.

The school helps pupils become responsible and informed members of their community. Through workshops and visitors, pupils learn how to stay safe and make sensible choices. They develop their understanding of racism, diversity and equality through various opportunities such as presentations delivered by external visitors. Workshops help pupils understand water safety, fire safety and social responsibility. Older pupils also learn about managing money through financial literacy sessions.

The school's values of honesty, perseverance and success are reflected in pupils' attitudes. Pupils are keen to learn, take pride in their achievements and embrace the many opportunities available to them. As a result, they leave the school as confident, considerate and well-prepared young people.

Next steps

- Leaders should further develop staff's expertise so that children at the early stages of learning to write do so with increased fluency and accuracy.
 - Leaders should ensure that staff have continued access to evidence-informed professional development to enable greater impact in the teaching of the curriculum.
 - Leaders should further strengthen staff's expertise in supporting pupils with special educational needs and/or disabilities. They should rigorously evaluate the impact of this support to ensure that pupils achieve consistently well.
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About this inspection

The chair of the board of governors in this school is Lynn Howard.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place from 22 September to 23 September 2026.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the deputy headteacher and the special educational needs coordinator. They also met with 2 governors, including the chair and a local authority representative during the inspection.

The school does not make use of any alternative provisions.

The previous infant and junior schools amalgamated in January 2024 and now operate as a primary school.

Headteacher: Nicholas Fowler

Lead inspector:

Keri Baylis, His Majesty's Inspector

Team inspectors:

Diane Pye, Ofsted Inspector

Kate Wilcock, Ofsted Inspector

Sara 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 22 September 2026

School and pupil context

Total pupils

423

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: 268

School capacity

480

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)

34.37%

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: 26.5%

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

3.78%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

11.11%

Below 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	64%	61%	Close to average
2024/25 (final)	67%	62%	Close to average
2023/24 (final)	61%	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	75%	74%	Close to average
2024/25 (final)	74%	75%	Close to average
2023/24 (final)	81%	74%	Close to average
2022/23 (final)	70%	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	77%	72%	Close to average
2024/25 (final)	75%	72%	Close to average
2023/24 (final)	79%	72%	Above
2022/23 (final)	77%	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	75%	73%	Close to average
2024/25 (final)	79%	74%	Close to average
2023/24 (final)	68%	73%	Close to average
2022/23 (final)	80%	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	54%	46%	Close to average
2024/25 (final)	58%	47%	Close to average
2023/24 (final)	59%	46%	Above
2022/23 (final)	43%	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	70%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (final)	63%	63%	Close to average
2023/24 (final)	85%	62%	Above
2022/23 (final)	57%	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	70%	59%	Above
2024/25 (final)	68%	59%	Close to average
2023/24 (final)	81%	58%	Above
2022/23 (final)	57%	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	66%	60%	Close to average
2024/25 (final)	63%	61%	Close to average
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	67%	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	54%	68%	-14 pp
2024/25 (final)	58%	69%	-11 pp
2023/24 (final)	59%	67%	-8 pp
2022/23 (final)	43%	66%	-23 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	70%	80%	-9 pp
2024/25 (final)	63%	81%	-18 pp
2023/24 (final)	85%	80%	5 pp
2022/23 (final)	57%	78%	-21 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	70%	78%	-8 pp
2024/25 (final)	68%	78%	-10 pp
2023/24 (final)	81%	78%	4 pp
2022/23 (final)	57%	77%	-20 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	66%	80%	-14 pp
2024/25 (final)	63%	81%	-17 pp
2023/24 (final)	67%	79%	-13 pp
2022/23 (final)	67%	79%	-13 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)	5.2%	5.2%	Close to average
2023/24 (3 term)	5.9%	5.5%	Close to average
2022/23 (3 term)	6.8%	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)	15.1%	13.0%	Close to average
2023/24 (3 term)	17.1%	14.6%	Close to average
2022/23 (3 term)	23.5%	16.2%	Above

Our grades explained

Exceptional

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

Strong standard

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

Expected standard

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

Needs attention

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

Urgent improvement

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

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