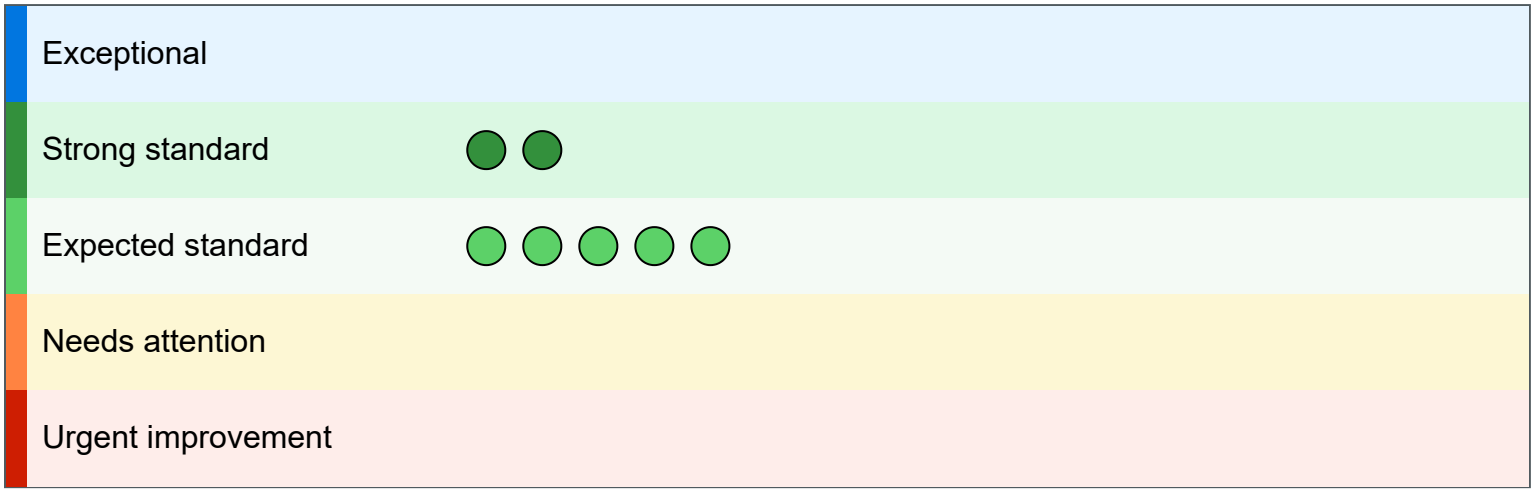
Holly Grove Primary Academy

Address: Holly Grove Lane, Chase Terrace, Burntwood, Staffordshire, WS7 1LU

Unique reference number (URN): 149422

Inspection report: 14 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

Attendance and behaviour

Strong standard

Leaders have established a strong and effective approach to attendance. This is underpinned by a clear ethos that prioritises relationships, belonging and a whole-family approach. Staff engage proactively with families and use a range of well-embedded strategies to support regular attendance. As a result, rates of attendance are high and consistently improving for pupils who face barriers to attendance. Pupils are supported effectively to attend school regularly and on time.

Pupils' behaviour is calm, purposeful and consistently positive. Pupils demonstrate respectful attitudes towards one another and understand the importance of treating others fairly. Pupils report that bullying is not tolerated. They are confident that staff deal with any concerns quickly and effectively. The school does not tolerate any forms of discrimination. Suspensions are used appropriately. The needs of pupils who require help with managing their emotions are well understood. These pupils are highly supported and settled as a result. Lessons are orderly and pupils are always ready to learn. Relationships between staff and pupils are warm and supportive, and staff consistently reinforce high expectations. This contributes to a strong culture where pupils feel safe, valued and ready to learn.

Personal development and wellbeing

Strong standard

Leaders have established a well-considered and effective programme for personal development and wellbeing. This accurately reflects the needs of the school community and is delivered consistently. The personal, social, health and economic curriculum is carefully designed and enables pupils to develop a strong understanding of relationships, diversity and online safety. Pupils talk confidently about managing risks. They know whom to speak to if they have any concerns.

Pupils benefit from a wide range of opportunities that support their broader development. These include clubs, leadership roles and experiences that extend beyond the classroom. Pupils develop confidence and are encouraged to take responsibility. The school places a high priority on pupils' future aspirations. Pupils meet a range of professionals, including pilots, tattoo artists, restaurant workers and police officers. This helps pupils to determine career choices they may like to pursue when older.

Pupils speak confidently about the school's 'TORCH' values of tolerance, ownership, respect, cooperation and happiness. Pupils can clearly explain in detail how these influence their behaviour and attitudes. They learn about fundamental British values and develop respect for others. Pupils demonstrate maturity when discussing their emotional wellbeing, relationships and sense of belonging.

The school provides effective pastoral support, including targeted provision for pupils' mental health and wellbeing. Pupils are able to access additional support when needed and can explain how this helps them manage their emotions. Opportunities such as visits, workshops and engagement with professionals support pupils in preparing for their future. Programmes such as mixed martial arts, mindfulness, forest schools and yoga further enhance the commitment to supporting pupils' mental health and wellbeing.

Leaders ensure that provision is inclusive. Pupils with additional needs are supported to participate fully in school life. As a result, pupils develop into confident, articulate individuals who are well prepared for the next stage of their education.

Expected standard

Achievement

Expected standard

Published data for the school highlights how, by the end of key stage 2, most pupils attain above expected standards in reading, writing and mathematics. Pupils do not fare as well in the Year 4 multiplication tables check. Leaders are taking appropriate action to address this issue. Across the school, most pupils make steady progress through the curriculum. They develop secure knowledge, understanding and skills in readiness for future learning.

Reading and phonics are clear strengths. Pupils across the school achieve highly in these areas. However, there is variability in the quality of writing across year groups. Further opportunities for pupils to write at length or in depth are not consistent across the school. In addition, opportunities to extend and deepen learning for some pupils are not consistently embedded. As a result, while pupils achieve well overall, some do not always get the support that they need to achieve as well as they could across the curriculum.

Curriculum and teaching

Expected standard

Leaders have ensured that a curriculum is in place across all subjects. Generally, this is delivered well. Teaching is typically clear and well structured. This enables pupils to understand what they are learning and how this builds on prior knowledge. Pupils engage well in lessons and respond positively to questioning. They value the feedback they receive and can explain how this supports their progress.

Reading is a high priority across the school. This is highly effective, with a clear progression from the early years onwards. In mathematics, across year groups, pupils generally learn the intended curriculum and achieve well.

Leaders have recently implemented strategies to improve aspects of pupils' basic knowledge. This includes a focus on pupils' knowledge of multiplication tables in mathematics and handwriting, grammar, punctuation and spelling in English. Pupils are beginning to benefit positively from this focus but there is more to do to embed these improvements.

Teachers demonstrate an understanding of pupils' needs. They use strategies effectively to support learning, most of the time. However, there is variability in how learning and activities are adapted to support pupils across classes and subjects. Adaptations to learning activities are not consistent enough for pupils who need extra support to access their lessons. This includes some pupils with special educational needs and/or disabilities.

Early years

Expected standard

Children in the early years receive a positive start to their education. The early years is well led and highly inclusive. Leaders have a clear vision for what they want children to learn and experience from the very start. The curriculum is carefully designed to meet children's needs. Children's starting points are assessed accurately, and staff take the time to understand children's individual needs, personalities and interests.

The environment is well organised and supports a wide range of learning opportunities. This enables children to engage in both independent and collaborative play. Children progress well through the curriculum. They achieve well and develop key knowledge that prepares them for key stage 1. There are strong links with external agencies to support children who require additional support, particularly in speech and language.

There is some variability in the quality of interactions between adults and children across the day. Staff mostly use effective questioning to extend learning; however, this is not always consistent. This means opportunities to extend and maximise children's learning are sometimes missed. When this happens, some children's learning is not deepened as well as it could be.

Inclusion

Expected standard

Leaders are clearly committed to inclusion. They demonstrate a strong vision for meeting pupils' needs. The school has established systems to identify and support pupils with barriers to learning, particularly in the early years. Staff know pupils and their families well and work proactively with external agencies to secure appropriate support. There are clear processes for identifying needs, including special educational needs and/or disabilities, and for securing additional support through funding and specialist advice. Education, health and care plan targets are broken down into individual learning plans. These are reviewed collaboratively with staff, parents and carers.

Disadvantaged pupils are supported effectively through the pupil premium strategy. For example, leaders ensure that funding enables pupils to participate in wider opportunities and access the curriculum. Leaders are aware of the varied needs of disadvantaged pupils and review provision regularly to ensure that support is targeted.

While leaders have a clear understanding of pupils' barriers to learning, there is some variability in how effectively teaching is adapted to enable all pupils to access the full curriculum consistently well.

Parents are happy with the care and support their children receive. External agencies are highly complimentary about how the school strives in its duty to reduce pupils' barriers to learning.

Leadership and governance

Expected standard

Leaders, governors and the trust have the interests of all pupils at the heart of their decision-making. Leaders have a clear understanding of the school's strengths and areas for

development. They take appropriate action to drive improvement. They have established systems to support pupils' wellbeing, inclusion and curriculum delivery, and these are generally effective. Leaders are reflective and actively seek to improve provision and outcomes for pupils. Leaders work effectively with external agencies and engage with parents and carers to support pupils' learning and wellbeing.

Staff are proud to work here, and rightly so. They feel well supported and listened to by leaders. Staff describe the school as a positive place in which to work. They value the professional learning opportunities available to them. Workload and wellbeing are well considered.

The trust and local governors are knowledgeable and highly supportive of the school. They provide quality training, support and appropriate challenge. The school shares its expertise with other schools within the trust. The school has established positive relationships with families and is well regarded within the local community.

While leaders have an accurate view of the school and take appropriate action, further work is needed to ensure that improvements are consistently embedded across all aspects of its work.

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

Pupils enjoy coming to this school and feel part of a caring community. They describe their school as welcoming and say that staff know them well. Pupils build positive relationships with staff and with each other. Pupils feel safe and are confident that any concerns will be dealt with quickly. Bullying is rare. When it does occur, pupils say that staff take it seriously and resolve issues effectively.

Pupils behave well in lessons and around the school. They understand the expectations that staff set and respond positively to them. This creates a calm and purposeful environment where pupils are ready to learn. Pupils recognise that it is important to be in school. They are supported well if they face barriers to attendance. This means that pupils attend regularly and with very little learning time missed.

Pupils value their learning and engage well in lessons. They can talk about what they are learning and how it builds on what they already know. Reading is a central part of the school and the community life here. For example, the school promotes intergenerational reading, where families and members of the community of all ages read together with pupils. Pupils develop confidence and fluency in reading and achieve highly over time. By the end of key stage 2, most pupils also achieve well in writing and mathematics. They develop the knowledge and skills they need for their next steps.

Pupils take part in a range of opportunities beyond the classroom. They enjoy clubs, visits and activities that support their wider development. These experiences help pupils to build confidence and develop their interests. Pupils feel included in school life and say that their views are listened to. They are highly positive about their experiences and feel that they belong and can succeed at this school.

Next steps

- Leaders should ensure that teachers provide pupils with sufficient opportunities to deepen and extend their learning across subjects, especially in writing.
- Leaders should ensure that teaching consistently enables pupils, including those with special educational needs and/or disabilities, to access the full curriculum through precise and effective adaptations.
- Leaders should ensure that the writing curriculum is implemented consistently across all year groups, so that pupils have regular opportunities to write at length and in depth and to develop and apply their knowledge of grammar, punctuation, spelling and handwriting accurately.

About this inspection

This school is part of Primitas Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mark Maydew, and overseen by a board of trustees, chaired by Jason Marsden.

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 and other school leaders. Inspectors met with governors, trustees and trust leaders. Inspectors also spoke with a representative from an alternative provision and a representative of a virtual school during the inspection.

The inspectors confirmed the following information about the school:

The school uses one registered alternative provision.

Headteacher: Dawn O'Hare

Lead inspector:
Anna Vrahimi, His Majesty's Inspector

Team inspectors:
Adam Montague-Clewes, Ofsted Inspector
Helen Lowe, 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 14 April 2026

School and pupil context

Total pupils

307
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

315
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)

17.03%
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

1.63%
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

14.01%
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

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		61%	
2024/25 (revised)	70%	62%	Close to average
2023/24 (final)	63%	61%	Close to average
2022/23		60%	

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		74%	
2024/25 (revised)	94%	75%	Above
2023/24 (final)	91%	74%	Above
2022/23		73%	

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		72%	
2024/25 (revised)	79%	72%	Close to average
2023/24 (final)	74%	72%	Close to average
2022/23		71%	

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		73%	
2024/25 (revised)	85%	74%	Above
2023/24 (final)	84%	73%	Above
2022/23		73%	

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		46%	
2024/25 (revised)	36%	47%	Close to average
2023/24 (final)	44%	46%	Close to average
2022/23		44%	

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		62%	

Year	This school	National average	Compared with national average
2024/25 (revised)	73%	63%	Close to average
2023/24 (final)	78%	62%	Above
2022/23		60%	

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		59%	
2024/25 (revised)	55%	59%	Close to average
2023/24 (final)	67%	58%	Close to average
2022/23		58%	

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		60%	
2024/25 (revised)	55%	61%	Close to average
2023/24 (final)	78%	59%	Above
2022/23		59%	

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		68%	
2024/25 (revised)	36%	69%	-33 pp
2023/24 (final)	44%	67%	-23 pp
2022/23		66%	

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		80%	
2024/25 (revised)	73%	81%	-8 pp
2023/24 (final)	78%	80%	-2 pp
2022/23		78%	

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%	
2024/25 (revised)	55%	78%	-24 pp
2023/24 (final)	67%	78%	-11 pp
2022/23		77%	

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		80%	
2024/25 (revised)	55%	81%	-26 pp
2023/24 (final)	78%	79%	-2 pp
2022/23		79%	

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)	4.1%	5.2%	Below
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	5.3%	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)	7.4%	13.3%	Below
2023/24 (3 term)	7.8%	14.6%	Below
2022/23 (3 term)	11.3%	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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