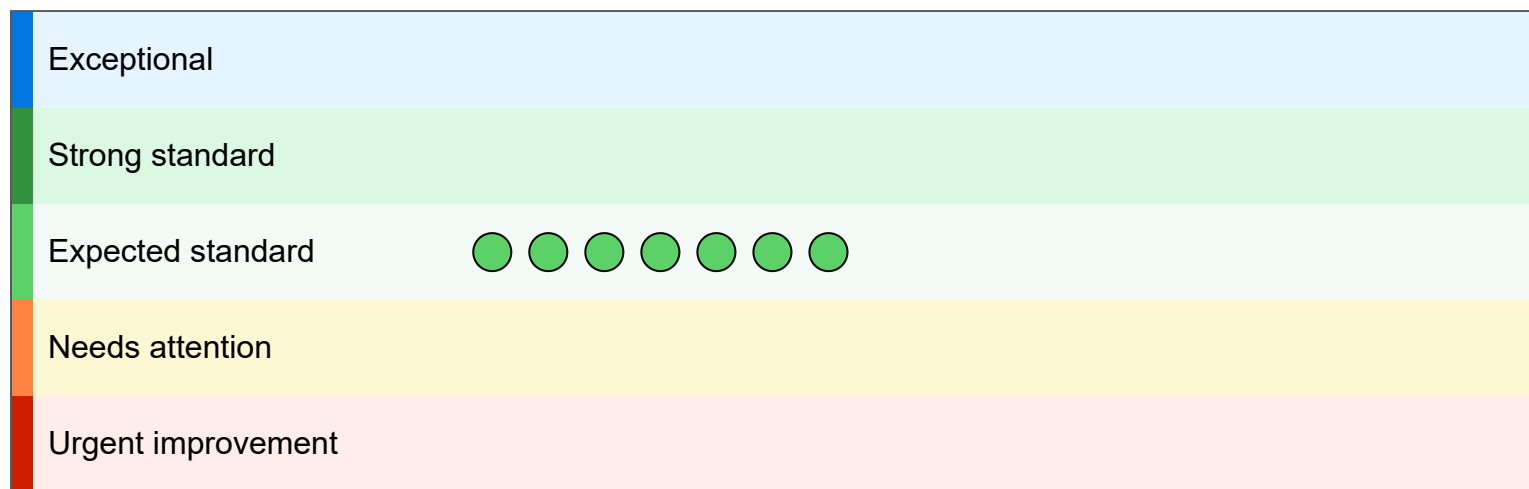


# St Margaret's Church of England Primary School

Address: Richmond Road, Olton, Solihull, West Midlands, B92 7RR

Unique reference number (URN): 146107

## Inspection report: 24 February 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

### Achievement

Expected standard 

Pupils generally achieve well at St Margaret's. They typically progress well through the curriculum, including pupils with special educational needs and/or disabilities, those who are disadvantaged or known to social care, and others who face additional barriers. Pupils achieve broadly in line with the national averages in the phonics screening check in Year 1, the Year 4 multiplication tables check, and in key stage 2 national curriculum tests.

Pupils are generally ready for the next stage in their education. For example, children in the early years learn to read from the start of school and are confident when talking to adults. Year 6 pupils have the knowledge and skills they need to feel confident about moving on to secondary school. They are well prepared, and most are excited for the next stage of their education. They are ambitious for the future and want to do well.

### Attendance and behaviour

Expected standard 

Leaders prioritise school attendance. They know pupils remarkably well and support those who need extra help to get to school on time. Where absence is a concern, leaders work with parents and carers alongside external professionals to remove any barriers to high attendance, particularly for pupils with special educational needs and/or disabilities. As a result, the school's rate of persistent absence is low and attendance is typically above national averages. Pupils that are disadvantaged generally attend well.

Staff have high expectations of pupils' behaviour and uphold these consistently. This helps to create a calm and respectful school environment. Pupils respond positively to these expectations. They have positive attitudes to learning and are consistently attentive in lessons. Pupils act politely and cooperate with each other. The playground is a happy place. Bullying is not tolerated at the school and pupils say it rarely happens. Any incidents are dealt with quickly. The school takes good care of its pupils. Pupils feel safe as the school is a happy and caring environment.

### Curriculum and teaching

Expected standard 

Leaders ensure pupils learn an ambitious, carefully designed curriculum that is broad and includes a range of subjects. Leaders know the quality of their curriculum and have worked to improve it. Teachers help pupils to remember what they have learned. For example, pupils recap prior learning at the start of each lesson. Leaders have trained staff in what to teach and how to teach it. Most of the time, teachers teach with accuracy and guide pupils effectively. When teaching is at its best, vibrant lessons draw pupils in and keep them engaged. However, there is some occasional variation in the quality of teaching across the school. This means that sometimes the way pupils are taught, does not meet leaders' intentions.

The approach to teaching reading and phonics is clear and well established. From the early years onwards, phonics lessons are taught effectively. Pupils learn to read accurately. Pupils who need help to keep up with their peers are supported well.

Pupils facing barriers to learning and those with special educational needs and/or disabilities generally get the help they need. On the whole, pupils benefit from suitable teaching.

Leaders' use of sport premium funding is targeted to enhance the teaching of physical education. Pupils benefit from regular opportunities in sports, dance and gymnastics. This helps them stay active and grow in confidence.

## Early years

Expected standard 

Children make a fast start to their education and progress well. They skip into class each morning, eager to learn. Children benefit from well-established routines in Nursery and Reception that help them understand what to do. As a result, they are engaged and mostly focus well. Staff build relationships with the children and talk with them at every opportunity. This develops children's understanding of sounds and early vocabulary. Leaders prioritise oracy and reading from the very start of school. They ensure phonics is taught deliberately and accurately so that children learn to read well.

The curriculum leaders have designed clear outlines about what should be taught and when. Staff check children's learning accurately and use this information to ensure that those who need extra help receive it in a timely and effective way. Children typically make secure progress, and by the end of Reception most are ready for Year 1.

Leaders build positive partnerships with parents and external professionals, so that children are supported at home as well as at school. Children get the support they need to thrive academically and personally. Parents are very positive about the early years, and nearly all parents would recommend the school.

## Inclusion

Expected standard 

Leaders' value the importance of inclusion. Pupils with special educational needs and/or disabilities (SEND) are supported from the outset. Leaders have established close relationships with other professionals to share information, identify pupils' needs and ensure those who need support, receive it quickly.

Staff receive appropriate training to adapt their lessons and support pupils with different needs. Generally, the support that pupils receive means that they progress well in their learning across the curriculum. However, at times, adaptations in lessons are not precise. Teachers do not consistently make the most of every opportunity to help some pupils to succeed, including pupils who face barriers to learning and those with SEND.

Leaders have developed a targeted pupil premium strategy that identifies the barriers disadvantaged pupils typically face. Leaders use their additional funding effectively to support disadvantaged pupils.

Pupils with the highest level of need are well supported. Leaders generally identify the barriers to pupils' learning accurately and adapt the curriculum to meet their needs. Leaders monitor pupils' progress and ensure they review targets in a timely manner. As a result,

pupils with SEND generally receive the help they need to make secure progress from their starting points.

## **Leadership and governance**

**Expected standard** 

Leaders have a clear moral purpose to provide high-quality education for all. Leaders consistently act in pupils' best interests. They have built a cohesive senior leadership team that shares common values and prioritises the school's key improvement areas. Leaders are working hard to improve the school. They know they need to monitor the quality of teaching more precisely and to check that the changes they are making are working as they intend. They also recognise the need to ensure these changes are implemented consistently.

Trust leaders and governors have a clear and accurate oversight of the school. Governors work with school leaders to shape improvement priorities and check that actions are successfully implemented. Those responsible for governance meet their statutory duties and hold leaders to account.

Leaders' well-considered professional learning programme helps staff maintain the skills and knowledge they need to be successful. Staff are proud to be part of the team and are advocates of the school. They appreciate the steps that leaders take to promote their own wellbeing and manage their workload.

Leaders develop constructive relationships with parents and the wider community. Parents are overwhelmingly positive about the school and the considerate and caring nature of staff at all levels.

## **Personal development and wellbeing**

**Expected standard** 

The personal, social and health education curriculum is well sequenced and thoughtfully designed. It aligns closely with the school's values of faith, hope and love. Pupils draw on this to develop a deep understanding of right and wrong.

Pupils learn responsibility from the many jobs on offer, such as school councillors and corridor monitors. Pupils benefit from careers days, where a range of local professionals inspire them to consider the future jobs they might want. They are typically well prepared for the next stage in their education.

Pupils learn about relationships, sex and health education in an age-appropriate way. The curriculum helps them recognise how their bodies change as they grow. Pupils understand mental health in a mature way. They talk confidently about the many things that help them stay mentally healthy, including positive friendships, good sleep and regular exercise. They learn how to keep themselves safe online and offline. Pupils know the trusted adults they can speak to if they feel worried or concerned. Pupils who need additional support, including those with special educational needs and/or disabilities, are aided by the caring pastoral team.

Leaders enrich the curriculum through trips and visits, ensuring all pupils can access a broad range of experiences. Generally, leaders track pupils' participation to ensure that pupils access the wider offer. For example, they provide targeted music tuition, including for

disadvantaged pupils, so that all pupils can take part in events that build their confidence and resilience.

Pupils show thought and care for one another. They understand tolerance and mutual respect and work together positively. When issues arise, they resolve them with maturity. As a result, they are well prepared for life in modern Britain.

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

St Margaret's is a happy, lovely place, where pupils play cooperatively and get along with each other. Pupils arrive at school keen to start their day. Their attendance is generally high. Positive relationships between staff and pupils are at the core of the school. The school values of faith, hope and love shine through in the pupils' attitudes towards learning and each other. Pupils are proud of their school.

Leaders have high expectations for behaviour. They have established an ethos that puts pupils at its centre. Pupils explain they feel safe and say that bullying is not tolerated. If and when it does happen, staff are quick to address the problems and resolve issues. Pupils increasingly deal with problems themselves, with growing maturity. Poor behaviour is exceedingly rare. Playtimes are harmonious and pupils show heartfelt care for one another. Older pupils are role models for younger pupils and help to organise their games.

Children in the early years are confident and happy to talk about their learning. They build secure foundations in their learning and development, such as knowledge of early reading, writing and number. Children are keen to talk to visitors about hammerhead sharks and other creatures that live in the ocean.

In lessons, pupils are attentive and listen to their teachers. They engage with the purposeful curriculum. As a result, most children achieve well and reach age-related standards in national tests by the time they leave the school. Pupils are generally well supported, including those with special educational needs and/or disabilities or other vulnerabilities. In the main, pupils progress well throughout the school. Nevertheless, some teachers do not adapt their teaching carefully enough during lessons. As a result, some pupils do not get the most from every learning opportunity.

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## **Next steps**

- Leaders should ensure that staff use effective adaptations in lessons so that all learners' needs are met consistently.
  - Leaders should ensure that consistent high-quality teaching enables all pupils, including vulnerable pupils, to develop detailed and connected knowledge so they can achieve well.
  - Leaders should ensure that detailed and insightful analysis of school performance leads to improving standards across all areas of the school.
-

## About this inspection

This school is part of Birmingham Diocese Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Tim Boyes, and overseen by a board of trustees, chaired by Sarah Smith.

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.

The school is registered as having a Church of England religious character. The last SIAMS report was published in June 2018.

Inspection activities:

Inspectors spoke with school leaders during the inspection. Inspectors met with members of the trust. They held meetings with the headteacher, school leaders, teachers and pupils. They looked at pupils' work and books. They also talked to pupils and staff to gather information about school life.

To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record, took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspectors considered responses to the online survey, Ofsted Parent View, and free-text comments.

The school does not currently make use of alternative provision.

Headteacher: Mrs Anita Russell

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### Lead inspector:

Rob Matthews, His Majesty's Inspector

### Team inspectors:

Andrew Tilley, Ofsted Inspector

Shelley Reeves-Walters, 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 24 February 2026

## School and pupil context

### Total pupils

**224**

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

**240**

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)

**9.09%**

Well 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

**3.13%**

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**

**8.04%**

Well below 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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	66%	61%	Close to average
<b>2024/25 (revised)</b>	60%	62%	Close to average
<b>2023/24 (final)</b>	70%	61%	Above
<b>2022/23 (final)</b>	67%	60%	Close to average

### **Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	76%	74%	Close to average
<b>2024/25 (revised)</b>	70%	75%	Close to average
<b>2023/24 (final)</b>	73%	74%	Close to average
<b>2022/23 (final)</b>	83%	73%	Above

### **Pupils reaching the expected standard in teacher-assessed writing**

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	73%	72%	Close to average
<b>2024/25 (revised)</b>	70%	72%	Close to average
<b>2023/24 (final)</b>	77%	72%	Close to average
<b>2022/23 (final)</b>	73%	71%	Close to average

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	77%	73%	Close to average
<b>2024/25 (revised)</b>	67%	74%	Below
<b>2023/24 (final)</b>	80%	73%	Close to average
<b>2022/23 (final)</b>	83%	73%	Above

## **Disadvantaged pupils' performance**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	36%	46%	Below
<b>2024/25 (revised)</b>	S	47%	S
<b>2023/24 (final)</b>	33%	46%	Close to average
<b>2022/23 (final)</b>	S	44%	S

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	57%	62%	Close to average

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (revised)</b>	S	63%	S
<b>2023/24 (final)</b>	33%	62%	Below
<b>2022/23 (final)</b>	S	60%	S

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	50%	59%	Below
<b>2024/25 (revised)</b>	S	59%	S
<b>2023/24 (final)</b>	33%	58%	Below
<b>2022/23 (final)</b>	S	58%	S

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	43%	60%	Below
<b>2024/25 (revised)</b>	S	61%	S
<b>2023/24 (final)</b>	50%	59%	Close to average
<b>2022/23 (final)</b>	S	59%	S

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

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	36%	68%	-32 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	33%	67%	-34 pp
2022/23 (final)	S	66%	S

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	80%	-22 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	33%	80%	-46 pp
2022/23 (final)	S	78%	S

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	50%	78%	-28 pp
<b>2024/25 (revised)</b>	S	78%	S
<b>2023/24 (final)</b>	33%	78%	-44 pp
<b>2022/23 (final)</b>	S	77%	S

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	43%	80%	-37 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	50%	79%	-29 pp
<b>2022/23 (final)</b>	S	79%	S

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

## **Absence**

### **Overall absence**

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

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.3%	5.2%	Below
2023/24 (3 term)	3.9%	5.5%	Below
2022/23 (3 term)	4.0%	5.9%	Below

## Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.0%	13.3%	Below
2023/24 (3 term)	6.6%	14.6%	Below
2022/23 (3 term)	4.9%	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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