

Offmore Primary School

Address: Wordsworth Crescent, Offmore Primary School, KIDDERMINSTER, Worcestershire, DY10 3HA

Unique reference number (URN): 135052

Inspection report: 30 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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders have established a culture where pupils understand the importance of coming to school. Staff reinforce this message at every opportunity. Leaders implement effective systems to check attendance and provide bespoke support where pupils experience barriers to positive attendance. This is highly tailored to individual and family needs. As a result, persistent absence has reduced rapidly and is now below national averages. In addition, attendance has increased year on year. Disadvantaged pupils and those with special educational needs and/or disabilities attend very well and rarely miss school.

Pupils behave consistently well across the day. In classrooms, they value their learning, listen well and work hard. During social times, they interact and play together well. The school's value of respect underpins everything. It is highly visible throughout the school and pupils live by it. As a result, bullying and discriminatory incidents of any kind are extremely rare. Leaders address any issues decisively. If a pupil needs help to make positive choices, leaders swiftly provide effective support. They help pupils understand the impact of their actions. Because pupils have such pride in their school, they want to make the right choices, which makes it a highly positive, friendly and calm environment to be in.

Early years

Strong standard ●

Leaders prioritise the early years. They identify children's barriers at the earliest stage and swiftly implement support. As a result, children have a highly successful start, regardless of when they join. Leaders have carefully considered starting points to design a curriculum that ensures that children progress well at every stage. From 2-year-olds up to the end of Reception, children are confident, independent and curious. Staff expertly support learning. Through meaningful interactions, rhymes and songs throughout the day, they develop children's language and vocabulary. Reading has a high profile and forms an important part of the daily routine. Children quickly secure important early reading, mathematics and writing knowledge as the result of effective teaching and targeted support. Helpful adaptations mean that children with barriers to learning access content at an appropriate level.

Staff know the children well and understand exactly what their next steps are. Staff precisely design activities that help children to progress against their individual targets. Relationships between staff, children and parents/carers are highly positive. The excellent relationships, high level of care and effective teaching mean that children are extremely well prepared for the next stage, both across the early years and moving into Year 1.

Inclusion

Strong standard ●

Leaders have embedded inclusion in every aspect of the school's work, from the early years through to transition to secondary school. When children start at the school, leaders swiftly identify their needs. They ensure that highly effective support is in place. This means that staff significantly reduce barriers to learning and/or wellbeing from the earliest possibility. Leaders respond rapidly to changing need. They work with staff and parents/carers to shape

targets, so they are precise and highly relevant. Leaders meticulously check pupils' progress and adjust support accordingly. This ensures pupils with special educational needs and/or disabilities (SEND) integrate seamlessly into the classroom and progress well against their targets. Staff know these pupils well and understand what they need to succeed. As a result, pupils with SEND flourish.

Leaders provide highly responsive support for pupils known (or previously known) to social care. They understand what each individual needs. They ensure that pupils access tailored support based on their specific barriers. This enables pupils to feel happy, safe and ready to learn.

Leaders spend funding for disadvantaged pupils impactfully. They are precise in how they allocate it and carefully measure the difference it makes. As a result, this group of pupils make very good progress and actively take part in all aspects of school life. They achieve, belong and thrive.

Expected standard

Achievement

Expected standard 

Pupils typically achieve well in national tests. In the Year 1 phonics check and Year 4 multiplication tables check, pupils achieve above national levels. At the end of key stage 2, pupils typically achieve in line with national averages. Outcomes are improving year on year. Disadvantaged pupils broadly achieve in line with their peers in key stage 2 national tests over time. This means that pupils across the school secure important reading, writing and mathematics knowledge.

In the wider curriculum, pupils develop knowledge across subjects, although this sometimes lacks depth. They produce well-considered responses in their work. Pupils with barriers to their learning access the right support, which helps them to progress well from their starting points. Pupils have the knowledge they need for success in their next phase of education.

Curriculum and teaching

Expected standard 

Leaders have implemented effective programmes of study for reading, writing and mathematics. This ensures pupils access the teaching they need to secure this important knowledge at an early stage. For those that need further support, including some older pupils with gaps in their knowledge, leaders help them to catch up.

Leaders have designed a broad and balanced wider curriculum that sets out the content that pupils will learn. It ensures pupils use subject-specific skills such as investigation in science and mapwork in geography. This helps them to build knowledge across a range of important concepts so that they are generally ready for the next stage. Typically, staff teach different subjects well. However, leaders do not always check the implementation of the wider curriculum carefully enough. This sometimes results in pupils not experiencing some of the intended content, leading to gaps in knowledge.

Pupils with barriers to their learning, including those with special educational needs and/or disabilities, access the curriculum fully. Staff make thoughtful adaptations which generally help pupils to progress through the programme of learning. Disadvantaged pupils access targeted support in reading, writing and mathematics, which ensures any gaps close quickly.

Leadership and governance

Expected standard 

Leaders are passionate about the community they serve. They know their pupils and families extremely well. At all times, their actions are rooted in pupils' best interests. As a result, pupils feel they belong. Leaders' work around attendance, behaviour and inclusion has been particularly effective. They have created a culture where respect and inclusion underpin everything. In other areas leaders have prioritised, such as outcomes in national tests, there has been ongoing improvement, so results are now at least in line with national averages, including for disadvantaged pupils. They know there is still work to do on further deepening pupils' knowledge across the curriculum, including in personal, social, health and economic education and relationships education.

Governors share leaders' dedication to the pupils. They fulfil their statutory duties and provide support and challenge to leaders. There is a clear shared vision that everyone is a part of. Relationships across the community are highly positive. Parents and carers praise the school's work.

Staff say leaders support their wellbeing and ensure workload is manageable. They are proud to be a part of Offmore Primary School. There are opportunities to collaborate in teams and to observe effective practice in different settings. Leaders have designed an effective professional learning programme which builds staff expertise in key areas. As a result, staff gain the expertise they need to perform their roles effectively. This includes early career teachers.

Personal development and wellbeing

Expected standard 

Leaders have designed a personal development programme that provides pupils with the experiences and knowledge they need to become respectful, thoughtful citizens. Pupils learn how to keep themselves safe, both online and outside of school. They know how to maintain positive relationships with each other. Across the personal development programme, pupils generally develop the knowledge they need. However, in some areas their knowledge lacks depth, particularly in relation to understanding different types of relationships and world faiths. Through voting for leadership roles, pupils gain an appreciation of democracy and why it is important for everyone to have a say. They have a respect for others and understand the rule of law. This prepares them well for life in modern Britain.

Leaders provide many opportunities to enrich pupils' experience of school. There are a wide range of clubs including origami and computing programming. Pupils take ownership and run their own clubs, such as cricket. Leadership positions empower pupils to make a difference in their school. Wellbeing champions help those that feel upset and digital leaders ensure pupils know how to report online risks or concerns. Trips and workshops supplement learning from the curriculum and pupils look forward to the residential. Leaders work with

pupils and families to ensure that everyone can take part, including those with special educational needs and/or disabilities and disadvantaged pupils.

Pastoral support is a strength of the school. Leaders and staff swiftly identify emerging needs and provide the right support to reduce barriers to wellbeing. Pupils know who to go to for support and trust the adults to help them. Positive relationships ensure that pupils and families feel comfortable to ask for help when they experience challenges. This means leaders can implement timely and effective support.

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

Offmore Primary School is an inclusive, caring and nurturing community where pupils flourish. Pupils arrive each day enthusiastic and ready to learn. They look forward to lessons and spending time with their friends. Pupils live out the school's key value of respect in all that they do. This makes the school a calm, cooperative and supportive environment to work and play in. On the playground, pupil leaders ensure everyone is happy, whether that is through playing with sports equipment or resting in the quiet area. Pupils are friendly and welcoming. They embody the school's motto of, 'Be smart, be proud, be Offmore.'

Generally, pupils achieve well across the curriculum. They learn key concepts across subjects and secure the important knowledge in reading, writing and mathematics needed for success in the next stage. Leaders make sure support is well-matched to pupils' needs. As a result, those with barriers to accessing learning progress well from their starting points.

From the start of the early years to the end of key stage 2, relationships across the school are a strength. Pupils always treat one another with respect and they like the adults that work with them. Classrooms are free from disruption. This helps pupils to concentrate on their work and experience success. Pupils enjoy a wide range of opportunities including a residential to France and trips that enrich the curriculum such as a visit to a Victorian town. There are lots of unique clubs on offer, including a life skills club where pupils learn to tie shoelaces and make sandwiches. Everyone is included so pupils feel they belong. This helps pupils to attend well.

Pupils feel safe. They say leaders deal with issues quickly and unkindness or bullying are rare. If a pupil experiences challenges that affect their wellbeing, there is lots of support available from trusted adults. This helps ensure pupils access the right support at the right time. As a result, they thrive.

Next steps

- Leaders should ensure that pupils develop detailed knowledge across the curriculum, including in the personal, social, health and economic and relationships and health education areas of study.
- Leaders should ensure that they carefully check the implementation of the planned foundation curriculum so that pupils have the prior knowledge to consistently progress

successfully through the programme of study.

About this inspection

The chair of the board of governors in this school is Jane Large.

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

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

Inspectors spoke with school leaders, including the headteacher, deputy headteacher, assistant headteachers (including the special educational needs and disabilities coordinator), early years leader and other leaders. They also spoke with representatives of the governing body.

The school currently uses no alternative provision.

There have been no relevant changes since the previous inspection.

Headteacher: Tabitha Smith

Lead inspector:

Matthew Seex, His Majesty's Inspector

Team inspectors:

Sam Cosgrove, Ofsted Inspector

Jon Hughes, 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 30 June 2026

School and pupil context

Total pupils

373

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

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)

27.85%

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

2.41%

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

17.43%

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

Well 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	60%	61%	Close to average
2024/25 (final)	62%	62%	Close to average
2023/24 (final)	57%	61%	Close to average
2022/23 (final)	61%	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	68%	74%	Below
2024/25 (final)	71%	75%	Close to average
2023/24 (final)	68%	74%	Close to average
2022/23 (final)	63%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

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

Year	This school	National average	Compared with national average
Latest 3 year average	79%	72%	Above
2024/25 (final)	83%	72%	Above
2023/24 (final)	79%	72%	Above
2022/23 (final)	76%	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	72%	73%	Close to average
2024/25 (final)	76%	74%	Close to average
2023/24 (final)	70%	73%	Close to average
2022/23 (final)	71%	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	50%	46%	Close to average
2024/25 (final)	53%	47%	Close to average
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	47%	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)	60%	62%	Close to average
2022/23 (final)	53%	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	68%	59%	Above
2024/25 (final)	73%	59%	Above
2023/24 (final)	60%	58%	Close to average
2022/23 (final)	67%	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	55%	60%	Close to average
2024/25 (final)	60%	61%	Close to average
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	53%	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	50%	68%	-18 pp
2024/25 (final)	53%	69%	-16 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	47%	66%	-20 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)	60%	80%	-20 pp
2022/23 (final)	53%	78%	-25 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	68%	78%	-10 pp
2024/25 (final)	73%	78%	-5 pp
2023/24 (final)	60%	78%	-18 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	67%	77%	-11 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	55%	80%	-25 pp
2024/25 (final)	60%	81%	-21 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	53%	79%	-26 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)	4.7%	5.2%	Close to average
2023/24 (3 term)	6.2%	5.5%	Close to average
2022/23 (3 term)	6.7%	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)	8.6%	13.0%	Below
2023/24 (3 term)	17.2%	14.6%	Close to average
2022/23 (3 term)	18.3%	16.2%	Close to average

Our grades explained

Exceptional

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

Strong standard

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

Expected standard

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

Needs attention

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

Urgent improvement

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

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright