

Roberts Primary School

Address: Roberts Primary School, Robert Street, Lower Gornal, Dudley, West Midlands, DY3 2AZ

Unique reference number (URN): 103821

Inspection report: 3 March 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

Leadership and governance

Strong standard 

Strong leadership has lifted standards. Indeed, leaders work tenaciously to secure improvements in all areas of the school's work. Their outward-looking approach and renewed attention to staff's professional learning has strengthened expertise throughout the school. The school continues to improve because of leaders' informed decisions and effective actions.

The school community wholeheartedly supports the changes that leaders are making. Parents, carers and staff express very positive views about school leaders' continued impact. Staff value highly the training and guidance that they receive.

Leaders at all levels have an accurate and precise view of the school's strengths and areas for further improvements. Their scrutiny of all aspects of the school's work has constructive rigour that leads to informed actions. These have a swift and positive impact on the provision and on outcomes for all pupils.

The governing body is equally committed to ongoing school improvement. Governors pay close attention to the information that they receive and ask constructive questions. They provide effective support and ensure compliance with statutory requirements.

Expected standard

Achievement

Expected standard 

Pupils' attainment in the end of Year 6 assessments for reading, writing and mathematics is generally close to national averages. This is the case for all groups of pupils, including those with special educational needs and/or disabilities and pupils experiencing disadvantage. These pupils achieve well and make secure progress through the curriculum.

This picture of secure achievement is mirrored in the quality of current pupils' work. Younger pupils build secure foundations in reading, writing and number. This has led to higher standards moving up through the school. Pupils' progress in other subjects, such as science, history and geography, has also strengthened, which is apparent in their work and in what they know and remember. This is because changes to curriculum design and additional training and support for staff have lifted expectations. Pupils are well prepared for learning at their next school when they leave at the end of Year 6.

Attendance and behaviour

Expected standard 

Over the past 4 terms, leaders have focused sharply on working with families to identify the causes of unnecessary absence and to reduce them. The school's actions have secured improvements in overall attendance and reductions in persistent absence for all groups of pupils. Term after term, attendance has improved as a direct result of these actions. High

attendance remains a priority for the whole-school community, and leaders continue to embed their work to ensure that all pupils' attendance is high.

Pupils' sensible behaviour is a positive feature of the school. Around the school, they are polite and friendly towards one another. In lessons, they are attentive and responsive. This means the school is a calm, orderly place where everyone can get on with their learning without distraction. Pupils' positive attitudes reflect the school's high expectations and pupils' sense of pride in the school.

Poor behaviour is uncommon. If it happens, staff deal with it effectively. This keeps everyone safe and supports pupils to manage their own behaviour constructively. Bullying or discrimination are not accepted. Any allegations are taken seriously and followed up properly.

Staff and pupils have a clear understanding of the school's expectations for behaviour. This helps to maintain a consistent approach.

Curriculum and teaching

Expected standard 

The school provides a broad curriculum that supports pupils to make secure progress across different subjects. In addition, a refreshed approach to building pupils' knowledge and skills in reading, writing and mathematics has raised standards. Recent staff training has improved teachers' subject expertise. As a result, teaching is increasingly consistent and more responsive to pupils' changing educational needs.

Teaching staff organise their classrooms efficiently so that learning time is used well during lessons. They treat pupils kindly and are ambitious for their progress. Teaching usually enables pupils to learn the knowledge they need for future learning. In the main, teachers' checks on pupils' learning are effective and their teaching is usually pitched at the right level. However, in a few subjects, the curriculum does not emphasise the most important knowledge that pupils should know and remember.

Leaders closely monitor how well teaching supports pupils to learn. They know, for example, that there is still more to do to adapt aspects of teaching to meet some pupils' needs.

Overall, by the time they leave, most pupils are ready for learning at secondary school.

Early years

Expected standard 

Leaders have an informed understanding of the early years provision. They have reviewed the curriculum in recent years. It has a purposeful focus on the key skills that children need to succeed, such as speaking, vocabulary and counting. Furthermore, effective staff training has helped them to develop and extend pupils' vocabulary further. Children are taught how to read well. They are prepared to succeed as fluent readers. When children require help, support is typically put in place quickly so that they stay engaged with learning.

Adults are calm and caring. They help children to understand their feelings. This, in turn, supports children to manage their behaviour and emotions in positive ways.

Leaders and staff maintain regular communication with parents and carers. They invite parents to workshops so they can find out what happens in school and how to support their children's learning at home.

Early years staff make sure that the Year 1 teachers have the information they need to make sure the move from Reception to Year 1 goes smoothly. All of this means that, by the end of Reception, children are ready for key stage 1.

Inclusion

Expected standard ●

Leaders identify pupils' needs quickly and accurately and do this alongside different professional services where necessary. This work has been strengthened considerably by the new leadership. Staff have the necessary training and resources to meet pupils' needs in class and reduce any barriers to their learning or wellbeing. This approach enables pupils to make the most of learning in lessons. Furthermore, the school ensures that pupils who experience disadvantage receive appropriate support and have access to experiences beyond the curriculum. Additional funding is used well to help achieve this.

The school carefully oversees pupils' academic progress and personal development. When needed, leaders adjust support, provide extra tuition and adapt resources for pupils with special educational needs and/or disabilities (SEND). This mostly works well and helps pupils with SEND to keep up or catch up with learning. However, there is scope to strengthen this aspect further.

The school's attentive approach to inclusion extends beyond the classroom. For example, at breaktimes, pupils can choose to use a quieter area in the playground if they wish to. Trained staff support pupils' emotional wellbeing effectively, and the school's friendly atmosphere helps everyone to feel safe and secure.

Personal development and wellbeing

Expected standard ●

The provision for pupils' personal development is deliberately planned and purposeful. For instance, pupils learn about relationships and life in modern Britain through a carefully planned personal, social, health and economic education programme. This programme also responds to local issues, which helps to keep it relevant to all pupils' needs. As a result, pupils develop responsible attitudes and understand how to respect people's differences. This supports pupils to build their character and become well-rounded individuals with positive outlooks on learning and life. This serves them well across all aspects of their school experience and prepares them to build constructive plans for their futures.

Across the school, pupils build their awareness of fundamental British values, including showing respect for others and understanding the importance of rules and fairness. They draw on learning from across the curriculum to explain important concepts, such as democracy.

Pupils understand how to stay safe, including when online. They learn about healthy lifestyles and have an age-appropriate understanding of how to maintain their physical health and mental wellbeing. Assemblies, themed days and enrichment opportunities contribute positively to pupils' spiritual and cultural development.

Pupils have many opportunities to take on leadership roles. They take on responsibilities such as school councillor or digital leader. Older pupils help younger pupils at lunchtimes. In addition, there are numerous after-school clubs that extend pupils' interests beyond the classroom. However, the school does not analyse pupils' participation in these activities as carefully as it could. This reduces the effectiveness of the school's work to ensure that all pupils, including those who are disadvantaged, benefit fully from the wide range of opportunities available.

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

Pupils, whatever their needs or backgrounds, feel welcome, valued and included. Staff work carefully to understand individual pupils' needs and provide support where necessary. This helps pupils to feel safe and confident in school. They know that adults will listen to them and help if they have any worries or problems.

Pupils behave very well. They are polite, friendly and respectful to others. Around the school, they act sensibly. In class, they are responsible and ready to learn. This means everyone can focus on learning and achieve. Bullying is not accepted. If any concerns arise, staff deal with them quickly and fairly.

Pupils enjoy learning and show positive attitudes. Teachers are kind and supportive. They expect everyone to do their best. This motivates pupils to achieve. Beyond the classroom, pupils take on leadership roles and attend clubs that extend their interests.

Pupils generally achieve well. Pupils benefit from a curriculum and teaching that means, overall, they make secure progress in their learning across a range of subjects. Their results in reading, writing and mathematics tests are close to national expectations at the end of Year 6.

Attendance has improved over the last 2 years. Leaders remind everyone about the importance of regular attendance. However, some pupils do not attend school as regularly as they should. Improving attendance remains a top priority for the school.

Overall, pupils leave the school well prepared for secondary school. They have secure knowledge and skills, positive attitudes to learning and the confidence needed to prosper in the next stage of their education.

Next steps

- The school should continue to work with parents, carers and professional services to further improve the attendance rates at the school.
- The school should embed its work to ensure that staff consistently adapt teaching and resources so that all pupils can make the most of lessons and build detailed knowledge over time.

- The school should review aspects of the curriculum in some foundation subjects to ensure that the most important subject-specific content is prioritised and the long-term learning goals are clearer.
 - Leaders should build further on their work to check which pupils are participating in extra-curricular activities and leadership roles, so that even more pupils benefit from these opportunities.
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About this inspection

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, senior leaders, staff, parents, pupils, the governing body, the school's improvement partner and an external education adviser. Inspectors visited lessons in different subjects, looked at pupils' work and spoke with pupils about their learning and school life.

The school has a Nursery that takes children from 3-years-old. There is before- and after-school childcare on the school site. Both of these provisions were checked as part of this inspection.

The school uses one Ofsted-registered alternative provider.

Headteacher: Carl Watkins

Lead inspector:

Martin Pye, Ofsted Inspector

Team inspectors:


Russell Hinton, Ofsted Inspector

Gary Richards, Ofsted Inspector

Luke Bridges, 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 3 March 2026

School and pupil context

Total pupils

661

Well 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

669

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)

30.30%

Close to average

What does this mean?

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

National average: 26.3%

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

3.18%

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

10.14%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs 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	58%	61%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	57%	62%	Close to average
2023/24 (final)	69%	61%	Above
2022/23 (final)	48%	60%	Below

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	70%	74%	Close to average
2024/25 (revised)	75%	75%	Close to average
2023/24 (final)	74%	74%	Close to average
2022/23 (final)	59%	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	76%	72%	Close to average
2024/25 (revised)	75%	72%	Close to average
2023/24 (final)	79%	72%	Above
2022/23 (final)	74%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	73%	Close to average
2024/25 (revised)	66%	74%	Below
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	67%	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	47%	46%	Close to average
2024/25 (revised)	51%	47%	Close to average
2023/24 (final)	52%	46%	Close to average
2022/23 (final)	38%	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	60%	62%	Close to average
2024/25 (revised)	70%	63%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	59%	62%	Close to average
2022/23 (final)	48%	60%	Below

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	66%	59%	Close to average
2024/25 (revised)	68%	59%	Close to average
2023/24 (final)	67%	58%	Close to average
2022/23 (final)	62%	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	59%	60%	Close to average
2024/25 (revised)	59%	61%	Close to average
2023/24 (final)	63%	59%	Close to average
2022/23 (final)	55%	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	47%	68%	-20 pp
2024/25 (revised)	51%	69%	-18 pp
2023/24 (final)	52%	67%	-16 pp
2022/23 (final)	38%	66%	-28 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	60%	80%	-19 pp
2024/25 (revised)	70%	81%	-11 pp
2023/24 (final)	59%	80%	-20 pp
2022/23 (final)	48%	78%	-30 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	66%	78%	-12 pp
2024/25 (revised)	68%	78%	-11 pp
2023/24 (final)	67%	78%	-11 pp
2022/23 (final)	62%	77%	-15 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	59%	80%	-21 pp
2024/25 (revised)	59%	81%	-21 pp
2023/24 (final)	63%	79%	-16 pp
2022/23 (final)	55%	79%	-24 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 (2 term)	6.4%	5.2%	Above
2023/24 (3 term)	7.8%	5.5%	Above
2022/23 (3 term)	6.9%	5.9%	Above

Persistent absence

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

Year	This school	National average	Compared with national average
2024/25 (2 term)	19.1%	13.3%	Above
2023/24 (3 term)	26.1%	14.6%	Above
2022/23 (3 term)	19.7%	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.

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