

# Inspection of Yarnfield Primary School

Yarnfield Road, Tyseley, Birmingham, West Midlands B11 3PJ

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Inspection dates: 10 and 11 May 2022

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Good**

Previous inspection grade

Requires improvement

## **What is it like to attend this school?**

The superb leadership at Yarnfield Primary School sets high aspirations for everyone. Pupils are encouraged to 'scale the heights together.' They are happy and safe at this rapidly improving school. Pupils feel valued and listened to. Bullying incidents are rare. Teachers swiftly resolve any problems or concerns. Pupils enjoy coming to school. However, some pupils do not attend school as regularly as they should.

Together with the Primary Network of Excellence, leaders have planned an ambitious curriculum so that every pupil can be successful both academically and personally. Pupils enjoy reading. Leaders prioritise opportunities for pupils to develop wider interests and experiences. These allow pupils to broaden their horizons. For example, a range of clubs, including for archery, cookery and trampolining, is offered to all pupils. Year 6 pupils recently visited Mary Arden's house to develop their knowledge of the Tudors.

Leaders have high expectations of pupils' behaviour. Pupils are polite and helpful. They understand the school's rules that require them to 'be respectful, be safe, be responsible'. Pupils engage well in lessons. They play well together at social times outdoors. One parent's comment was typical of the view of many parents and carers in saying, 'Yarnfield is a very good school and the staff are really supportive.'

## **What does the school do well and what does it need to do better?**

Leaders have created a well-structured curriculum that sets high expectations for all pupils. They have identified the knowledge and vocabulary that pupils need to know and remember. Teachers receive the training they need to deliver the curriculum well in the majority of subjects. Curriculum developments in art and design technology have not progressed as well as leaders planned, however. This work has been delayed by the COVID-19 pandemic.

Teachers expect all pupils to do their best. In lessons, they check on pupils' learning regularly. Teachers provide the right support to pupils who need it. They encourage pupils to reflect on their learning and to apply what they know. Pupils with special educational needs and/or disabilities and disadvantaged pupils are well supported. They access the same curriculum as other pupils in school. All pupils achieve well.

Leaders prioritise reading. Staff know what they are doing. They receive regular training, particularly in phonics. As a result, early reading is well taught. Pupils enjoy reading a variety of books in school and at home. They learn about a range of different authors and genres, and develop a love of reading.

Staff work closely with parents to ensure that the youngest children settle well to school life. Leaders ensure that routines are consistent. This helps children to feel happy and safe in school. Staff carefully structure learning. For example, they teach children about early number through practical activities, songs and rhymes. However, some children struggle to form numbers and letters accurately. This is

because there are not enough opportunities to practise and develop their fine and gross motor skills.

Everybody in school is supported to be the best they can be. Activities beyond the academic curriculum help pupils to develop character and resilience. Pupils enjoy fundraising for charities. They value the range of trips, clubs and visits on offer. Pupils are proud of their Birmingham Hippodrome Education Network gold status. Opportunities such as being eco-leaders, house captains, peer mediators and school council representatives allow pupils to take on responsibilities. In doing so, they develop confidence and communication skills. Pupils enjoy learning about influential people such as John Cadbury, Mary Seacole and Rosa Parks. They vote for school council representatives and their favourite books. The school's rules help pupils to understand right and wrong and how to keep themselves and others safe.

Staff support pupils to improve their behaviour when needed. This means that pupils benefit from a calm and orderly learning environment. Pastoral staff provide help and support to pupils and their families. This allows pupils to focus on their learning. Staff teach pupils how to recognise and respect individual differences. In all, pupils are extremely well prepared for life in modern Britain.

Trust and school leaders, and those responsible for governance, are ambitious and highly effective in their roles. They have an accurate understanding of the school's strengths and priorities for improvement. Despite the disruptions to schooling caused by the COVID-19 pandemic, they have worked closely with staff to drive improvements. The professional development that leaders offer to teachers and teaching assistants is exemplary. Trust leaders challenge and rigorously hold school leaders to account at every level. Teachers say that they are well supported to manage their workload effectively. They value the high levels of well-being support they get from leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know the community well. They prioritise pupils' welfare by working closely with external agencies to support those pupils who need it. Staff receive regular safeguarding training. Consequently, they understand different risks, including child sexual harassment, neglect and female genital mutilation. Staff record and report concerns to the right people. They are vigilant.

Staff use their knowledge of equality and diversity when teaching pupils how to stay safe. Pupils learn about healthy relationships, online safety and how to keep safe when out and about.

Leaders ensure that the necessary safeguarding checks are undertaken before staff start working at the school.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Some pupils, including some new to school, do not attend school regularly enough. This leads to gaps in their knowledge and they fall behind in their learning. Leaders should take further steps to work with these pupils and their families to reduce unnecessary absence. They should do this so pupils do not fall further behind in their learning.
- Leaders have recently prioritised the curriculum in design technology and art. However, because of disruption caused by the COVID-19 pandemic, they are not as far forward with this work as they had planned. Leaders have not yet updated staff's knowledge in these subjects. Leaders should support subject leaders to further develop staff's subject knowledge. They should do this so they can improve the quality of learning in these subjects.
- The physical development of some of the youngest children has been affected by the COVID-19 pandemic disruptions to schooling. This includes children who are new to the school. This means that some children struggle with early writing. Leaders should support staff in early years to improve opportunities and provision to develop children's fine and gross motor skills. They should do this so that children develop the knowledge and physical dexterity needed to hold a pencil, and to form letters and numbers, correctly.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	139378
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10227371
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	631
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Karen Crowston
<b>Principal</b>	Davinder Jandu
<b>Website</b>	<a href="http://www.yarnfieldprimary.org.uk">www.yarnfieldprimary.org.uk</a>
<b>Date of previous inspection</b>	26 May 2021, under section 8 of the Education Act 2005

## Information about this school

- The school is part of Summit Learning Trust.
- The school does not use alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, computing, history, mathematics and science. These included visiting lessons, looking at pupils' work, examining curriculum guidance and talking with pupils and staff. They also looked at work from a sample of other subjects.
- Inspectors listened to pupils read and reviewed reading resources.
- The lead inspector looked at a range of documentation on the school's website.

- Inspectors reviewed the school’s safeguarding arrangements. This included examining the record of employment checks on school staff.
- Inspectors observed pupils’ behaviour in lessons and at other times during the day.
- During the inspection, inspectors had formal meetings with the principal, assistant principals, subject leaders, the special educational needs and/or disabilities coordinator, the designated safeguarding lead, the early years leader, governors and trust representatives (including the chair of the trust, the director of education and the chief executive officer).
- Inspectors took account of responses to Ofsted’s online survey, Parent View, and the pupils survey and the staff survey.

### **Inspection team**

Lorraine Lord, lead inspector	Ofsted Inspector
Kerri James	Ofsted Inspector
Justine Lomas	Ofsted Inspector
Lindsay Nash	Ofsted Inspector

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