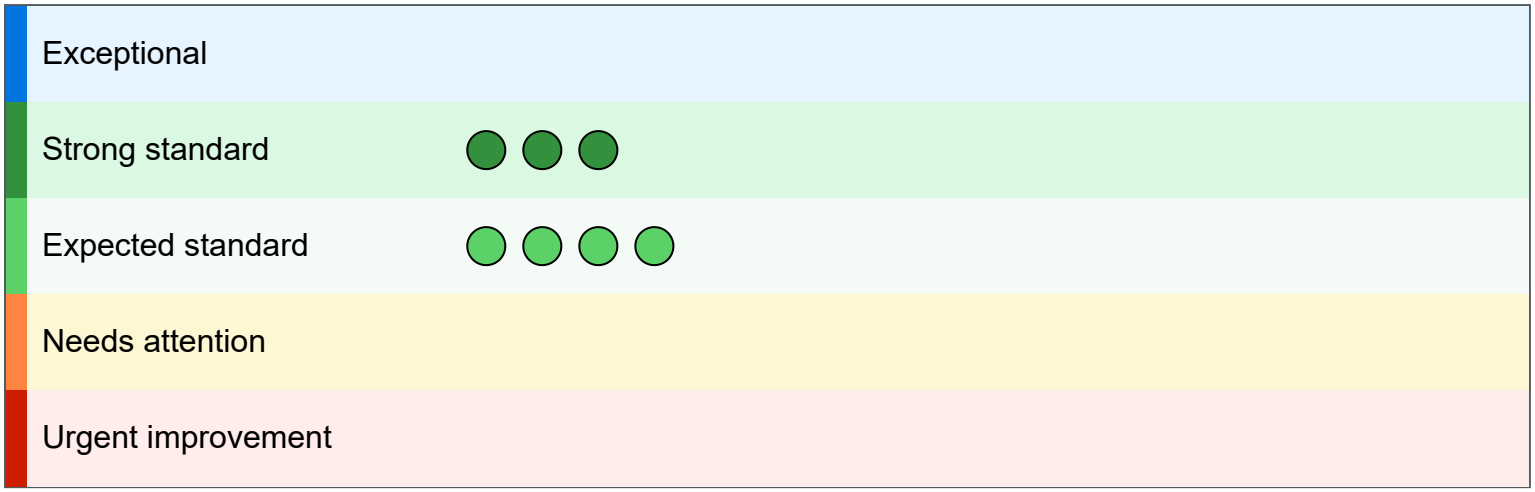
Yarnfield Primary School

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

Unique reference number (URN): 139378

Inspection report: 19 May 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

Early years

Strong standard

The early years is a positive, happy environment where children feel secure. Warm relationships between staff and children help them to flourish. Routines provide consistency. Staff carefully balance support and independence.

Children engage in purposeful activity that links to the themes of learning. Staff carefully plan opportunities for pupils throughout Nursery and Reception Years, such as learning about insects and caring for chicks. Staff have been well trained to teach children new and exciting things. They ask interesting questions that challenge children to think more deeply. Activities are accessible to all children, including those with barriers to learning. Some activities do not stretch all children to reach their potential.

Leaders have noticed that some children start school with communication needs that need to be met quickly. Staff notice quieter children and make sure they have opportunities to talk and listen. They teach children new words so that they can speak with confidence. Staff teach children to read and encourage children to use their skills to read unfamiliar words. Children are helped to learn the basic skills for writing, and leaders know which children require more support with this.

Pupils who have special educational needs and/or disabilities are helped to succeed as soon as they start school. Leaders make sure they receive the right type of support, and these pupils make excellent progress.

Inclusion

Strong standard

Inclusion runs through every aspect of this school. This culture of inclusion is created by leaders and supported by all staff, who share a commitment to helping children thrive. Leaders have systems and processes in place so that every child is known, understood and supported from the start. Leaders understand what life can be like for some pupils and strive to remove the barriers to success that they might face. This includes helping pupils to attend more regularly. The school is an oasis for pupils.

From day one, pupils are welcomed to the school. Staff get to know pupils and understand their individual needs. This means the right support is put in place quickly. The enhanced provision for pupils with special educational needs and/or disabilities (SEND) is highly effective. Leaders make sure the experience of pupils with SEND is accessible, equitable and inclusive. These pupils excel.

In classrooms, adults support pupils so that they can complete their work. These systems are well embedded and consistent across the school. Close attention has been paid to getting it right for disadvantaged pupils. As a result, these pupils achieve and are ready for the next stage in their learning. Leaders ensure that pupil premium funding is spent effectively, improving outcomes for pupils both in and out of lessons.

Personal development and wellbeing

Strong standard

Leaders are rightly proud of the work they do to support pupils as they learn and grow. As a result of leaders' work, pupils believe anything is possible. They appreciate having opportunities to do things they have never done before. Pupils show ambition, which they believe is limitless.

Leaders ensure that personal, social and health education lessons meet the needs of the pupils they serve. Staff teach important themes such as online safety and choosing a healthy and balanced diet. Pupils learn about positive relationships and the changes their bodies will go through as they grow up. When behaviour issues arise, leaders adapt lessons to make sure pupils learn from their mistakes and make better choices. As a result, pupils are resilient and often resolve issues themselves. Pupils have a deep and secure knowledge of fundamental British values. They can explain their place within school and the wider world. The school actively celebrates cultural diversity through targeted assemblies and dedicated racism workshops, helping pupils to understand and respect differences.

Leaders make sure that all pupils participate in activities that excite them. Pupils learn to play steel pan drums with confidence. Pupils have performed opera in a theatre. Leaders provide equipment such as ballet shoes for pupils so that they can all take part. Pupils can participate in a range of clubs that are offered, and leaders take note of the pupils that cannot attend after school. They make sure these pupils have opportunities to participate at lunchtime. Pupils benefit from highly effective pastoral care, which is systematically woven into daily school life.

Leaders provide extensive support for families. They arrange 'keep in touch' events during the holidays to maintain communication with those who need it. Pupils notice this effort and are grateful. The impact of the nurture that they receive is clear. Pupils are resilient and independent. They are proud of their school. Pupils leave with every possible chance of success for the future.

Expected standard

Achievement

Expected standard

Typically, pupils achieve well and are ready for their next stages of learning. Leaders know that in the past, some pupils found reading difficult. Their current focus is on strengthening English and making sure pupils learn to read and enjoy reading for pleasure. Books are available throughout the school, and lessons are often based on books and stories. Phonics is taught well, and pupils apply the skills they learn in their reading. Staff are well trained and help pupils who find reading difficult. As a result of this work, pupils' reading results are improving quickly. Leaders know that pupils' handwriting is not yet consistent across the school.

In other subjects, including mathematics, pupils are generally successful. Teachers adapt lessons to remove barriers to learning. Pupils know a wide range of topics and remember

previous learning. Their vocabulary is impressive because leaders know how important it is for pupils to be able to communicate clearly and with confidence.

Attendance and behaviour

Expected standard

Leaders' work to improve attendance has been rigorous. Improvements are significant. Pupils' attendance is everyone's responsibility. Leaders have put clear systems in place so that action is taken quickly and with impact when issues arise. Leaders support families proactively. They get to know them well and offer the right help when it is needed. This means that pupils attend more regularly. Leaders know there is still work to do to help pupils who miss school regularly, particularly for those who are persistently absent. This includes helping pupils to catch up on learning they have missed. This work is already having a positive impact.

Pupils' behaviour around school is excellent, including pupils with barriers to their learning. They show kindness and consideration to each other and know the high expectations that leaders have of them. The learning environment is positive. Pupils know they need to learn to succeed, so poor behaviour has no place in lessons. When bullying or racist incidents happen, leaders are quick to offer pupils the support they need so that these incidents stop. Leaders make sure that pupils with special educational needs and/or disabilities are supported to behave well. Leaders have trained staff effectively, and, as a result, pupils feel safe.

Curriculum and teaching

Expected standard

Leaders ensure that pupils have interesting and exciting lessons every day. They have woven reading into curriculum subjects so that pupils develop this important skill. Leaders work hard to make sure pupils have strong foundations for learning and that lessons are taught well.

Pupils talk confidently about what they remember. Leaders have made sure that teachers have secure knowledge of the subjects they teach, such as ancient Greece. This means that staff answer questions accurately and extend pupils' learning with deeper questions of their own. Pupils learn to think about important issues such as food miles. They can discuss their views with fluency. Pupils can remember previous learning and relate it to what they are learning now.

Staff know pupils well and make sure that they can access learning in every subject. Pupils are given suitable help to complete their work, and this means they make progress. Leaders have high expectations of pupils who have special educational needs and/or disabilities and those with barriers to learning. However, some most-able pupils often have to complete easier tasks before they progress to learning that demands more of them. These pupils could make greater progress if they received demanding work from the start.

Leadership and governance

Expected standard

Leaders have a secure understanding of the strengths of the school. They work tirelessly to make improvements. They reflect and they learn. Leaders’ work to improve attendance has

been highly effective and is ongoing. Their commitment to improving outcomes for pupils is rigorous, and they are working to make expectations for pupils consistently high.

Leaders are well supported by trust leaders, local governors and trustees who know the school well. Governors and trustees challenge leaders appropriately and celebrate the positive work that helps this community to thrive. Parents and carers appreciate leaders' help and value the positive changes they have made to the school. Trust leaders provide continuity in times of change. They uphold the vision of the school while driving improvements steadily.

Leaders know their pupils well and are committed to overcoming any barriers to learning that exist. Disadvantaged pupils are well supported, and resources are used effectively. This means their outcomes are positive. Leaders have prioritised staff training, and, as a result, teaching and learning has improved. This has been particularly effective with improving phonics and other subjects across the curriculum. Pupils are ready for the future. Leaders value their staff and make sure they are well looked after. Staff appreciate this and feel that they are well supported.

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

Learning is a positive experience for pupils from the moment they are greeted at school each day. Pupils are valued, cared for and respected by adults who help them to attend with increasing regularity. Pupils talk about how much they value this. They work hard to make the most of their school experience.

Pupils get a range of opportunities to experience life to the fullest, such as singing opera on a stage or visiting Parliament. Through these activities, pupils with talents are spotted and their talents are nurtured. Acting as pupil leaders has a tangible impact. These roles enable pupils to develop confidence and a sense of responsibility. Pupils feel empowered. They have a say in how their school is run.

Typically, pupils enjoy their lessons. They are able to talk about their learning with enthusiasm because lessons are memorable and fun. Adults help them to celebrate their successes and to improve their work. The youngest pupils have a positive start, and adults help them to thrive in a welcoming and vibrant environment. Pupils behave well, and this helps them to learn. They are clear about leaders' expectations, and they know that adults will help them if problems arise. When bullying happens, adults deal with it quickly, and pupils are grateful for this. Pupils say that they feel safe at this school and know who to turn for help. When pupils leave school, they are fully prepared to flourish. The school balances robust pastoral care with clear boundaries, successfully transforming Year 6 into a transitional 'bridge'. This supports pupils to build the independence, confidence and resilience needed for success in secondary school.

Next steps

- Leaders should continue work to raise expectations of all pupils, including the most able, so that they meet their full potential.
- Leaders should continue their work to promote positive attendance, including further reducing barriers for persistently absent pupils.
- Leaders should ensure pupils' handwriting is of a consistently high standard across the school.

About this inspection

This school is part of the Summit Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Vince Green, and overseen by a board of trustees, chaired by Karen Crowston.

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

Inspectors confirmed the following information about the school:

The school does not make use of any alternative provision.

The school has undergone significant changes in leadership since the last inspection.

Executive lead: Craig Clarke

Lead inspector:
Tess Sharman, His Majesty's Inspector

Team inspectors:
Harjit Chahal, Ofsted Inspector
Shelley Reeves-Walters, Ofsted Inspector
Christian Hamilton, 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 19 May 2026

School and pupil context

Total pupils

668
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

630
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)

60.29%
Well above 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

0.75%
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

9.58%
Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well 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	55%	61%	Close to average
2024/25 (final)	58%	62%	Close to average
2023/24 (final)	53%	61%	Close to average
2022/23 (final)	54%	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	65%	74%	Below
2024/25 (final)	70%	75%	Close to average
2023/24 (final)	60%	74%	Below
2022/23 (final)	64%	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	70%	72%	Close to average
2024/25 (final)	69%	72%	Close to average
2023/24 (final)	72%	72%	Close to average
2022/23 (final)	70%	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	73%	73%	Close to average
2024/25 (final)	73%	74%	Close to average
2023/24 (final)	76%	73%	Close to average
2022/23 (final)	72%	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	51%	46%	Close to average
2024/25 (final)	54%	47%	Close to average
2023/24 (final)	52%	46%	Close to average
2022/23 (final)	48%	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	61%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (final)	65%	63%	Close to average
2023/24 (final)	56%	62%	Close to average
2022/23 (final)	60%	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)	67%	59%	Close to average
2023/24 (final)	72%	58%	Above
2022/23 (final)	65%	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	71%	60%	Above
2024/25 (final)	68%	61%	Close to average
2023/24 (final)	76%	59%	Above
2022/23 (final)	71%	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	51%	68%	-16 pp
2024/25 (final)	54%	69%	-16 pp
2023/24 (final)	52%	67%	-15 pp
2022/23 (final)	48%	66%	-18 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	61%	80%	-19 pp
2024/25 (final)	65%	81%	-16 pp
2023/24 (final)	56%	80%	-24 pp
2022/23 (final)	60%	78%	-18 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)	67%	78%	-12 pp
2023/24 (final)	72%	78%	-6 pp
2022/23 (final)	65%	77%	-13 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	71%	80%	-8 pp
2024/25 (final)	68%	81%	-12 pp
2023/24 (final)	76%	79%	-3 pp
2022/23 (final)	71%	79%	-8 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)	6.3%	5.2%	Above
2023/24 (3 term)	7.5%	5.5%	Above
2022/23 (3 term)	9.4%	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)	17.7%	13.0%	Above
2023/24 (3 term)	25.3%	14.6%	Above
2022/23 (3 term)	35.2%	16.2%	Above

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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