

Somerville Primary (NC) School

Address: Somerville Road, Small Heath, Birmingham, West Midlands, B10 9EN

Unique reference number (URN): 103256

Inspection report: 6 May 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.

Expected standard

Achievement

Expected standard 

Pupils achieve well and are consistently ready for the next stage. Leaders ensure they have a secure grasp of important reading, writing and mathematics knowledge by the time they leave. Although fewer pupils in Year 1 pass the phonics check than national averages, by the end of Year 2 most pupils have secured this knowledge. In the Year 4 multiplication tables check, pupils achieve above national averages. In the end of Year 6 national tests, pupils attain in line with national averages overall. Notably, disadvantaged pupils achieve very well in these tests, significantly outperforming disadvantaged pupils nationally. Pupils with special educational needs and/or disabilities progress well from their starting points.

Pupils develop knowledge across different subjects in the wider curriculum. Sometimes, the quality of work they produce in the wider curriculum is not to the same high standard as in reading, writing and mathematics.

Attendance and behaviour

Expected standard 

Leaders implement effective systems to monitor and facilitate positive attendance. They support families to remove barriers, which helps pupils come to school more often. Leaders understand the challenges that families face and they work in partnership to overcome them. As a result, attendance is now in line with national averages. Leaders' work to support disadvantaged pupils' attendance is very effective. These pupils attend far better than their peers nationally. Pupils with special educational needs and/or disabilities attend similarly to their peers nationally.

In addition to addressing barriers to attendance, leaders provide rewards and incentives. They implement these on an individual or whole school basis as appropriate. This helps pupils want to come to school, so persistent absence is decreasing.

Pupils behave well. They generally work hard and concentrate for sustained periods. Occasionally, some pupils find it difficult to focus, but disruption is rare. Staff understand the behaviour policy and apply it consistently. For pupils who struggle with positive behaviour choices, leaders provide help such as work with the learning mentor or support from external agencies. This ensures that pupils learn in a calm and orderly environment. Bullying and discrimination, online or at school, do not happen often. Leaders deal with it decisively so that reoccurrence is rare.

Curriculum and teaching

Expected standard 

Leaders have implemented a curriculum that is well matched to pupils' needs and interests. It is well sequenced and sets out content to build knowledge over time. Teachers generally implement this effectively. Leaders work with staff to develop expertise to support this.

Staff typically teach phonics well. Leaders have recently improved the approach to handwriting. This has led to some improvements in pupils' presentation. However, in the wider curriculum this is not consistently applied. Staff provide pupils with the teaching they

need to secure important reading, writing and mathematics knowledge at an early stage. Leaders know which pupils need extra help and they make sure they receive it.

Staff use assessment to shape learning, particularly in English and mathematics. They explain concepts clearly. Staff use resources such as objects in mathematics to help pupils to understand new content. However, across the wider curriculum, teaching is less consistently effective.

Staff ensure that pupils who experience barriers to learning are at the forefront of their thinking. Pupils with special educational needs and/or disabilities and those who may be disadvantaged readily learn new content. This is because staff make thoughtful adaptations to help them access the curriculum. As a result, pupils with barriers to learning work successfully alongside their peers.

Early years

Expected standard 

Most children start the school in Nursery, but some join in Reception. Regardless, they settle into routines and learning quickly. This is because of the warm, welcoming approach and positive relationships that staff have with children and their families. Children learn to manage their emotions and empathise with others. Leaders identify barriers to learning and/or wellbeing quickly. They implement adjustments such as quiet spaces and small-group support so that those with special educational needs and/or disabilities progress well.

Leaders have designed a curriculum that builds knowledge across the seven areas of learning. Children engage enthusiastically in a range of interesting activities such as modelling and water play. Staff use songs and rhymes to demonstrate and develop language. They extend this further through high-quality interactions, which helps children to practise learned vocabulary and sentence structures. Sometimes, staff miss opportunities for increasing the number of interactions, including for some children who are less active in their learning. This means that there are occasions where some children miss out on these high-quality interactions.

Staff typically deliver the curriculum, including phonics, well. This helps children to secure important reading, writing and number facts knowledge. Leaders ensure a detailed and supportive transition to Year 1. As a result, children are well prepared for the next stage of their education.

Inclusion

Expected standard 

Inclusion is at the heart of Somerville Primary School. Leaders swiftly identify pupils' needs and understand the different barriers that they face. From the moment children start in the early years, leaders support them well. As a result, any barriers to learning quickly reduce. Through school, vulnerable pupils integrate seamlessly with their class. Some pupils with complex special educational needs and/or disabilities access 'The Hub'. Staff support pupils well in this provision so that they experience success in a calm and caring environment.

Leaders implement appropriate strategies to help pupils learn. For example, movement breaks, work stations and visual aids enable pupils to work alongside their peers. Typically, pupils with barriers to their learning build independence over time. Leaders generally adapt

support strategies based on changing needs and evaluate their impact regularly. Staff implement support plans well. As a result, pupils make progress against their targets over time.

Leaders allocate funding for disadvantaged pupils precisely. For example, they provide additional teachers in English and mathematics and help pupils to access trips and clubs. As a result, these pupils achieve and attend well. Pupils known to social care receive timely support, which reduces barriers to wellbeing.

Leadership and governance

Expected standard 

Leaders, including governors, have a detailed knowledge of the context of the school. They understand the challenges that pupils and their families face. They ensure that pupils access the experiences, learning and support they need to prepare them well for the next stage of their education. Disadvantaged pupils, those with special educational needs and/or disabilities and those known (or previously known) to social care access effective support, which ensures they achieve and feel they belong. Leaders always act in the best interests of pupils.

Leaders have an accurate understanding of the strengths and areas for development at the school. They know what they do well and what to prioritise. They focus on the right things and generally implement effective strategies to address any issues that arise. Through a well-designed professional learning programme, leaders ensure that staff typically develop the expertise they need to support pupils well. Leaders support staff with wellbeing and ensure their workload is manageable. Staff say the school is like a 'family' and 'people rarely leave because they enjoy working at the school'.

Governors are committed and visible. They understand the school well. Governors work closely with leaders to evaluate the school's work. For example, they work together to decide what success will look like for new initiatives. They fulfil their statutory duties effectively.

The school has close links with the community. They actively work to improve opportunities for children in the local area. Parental partnerships are an important part of the school's approach. They provide workshops and support so that families know how to help their children to learn and stay safe.

Personal development and wellbeing

Expected standard 

Leaders have designed a personal development programme that is highly tailored to pupils' context, aspirations and interests. This means that it provides pupils with the knowledge and skills they need to be well prepared for life beyond the school gates. Leaders ensure that all pupils access the full offer. For example, they provide lunchtime clubs for those that cannot attend after school and support families where cost is a barrier. This means a high proportion of pupils access clubs and opportunities, including residential. As a result, disadvantaged pupils, those known to social care and pupils with special educational needs and/or disabilities fully access the personal development programme.

Leaders provide interesting clubs, ranging from chess to calligraphy. These are well attended. Trips supplement learning so that rich experiences complement classroom study. Pupils go to Wonderland to see fairy tales brought to life and attend an Ancient Egyptian exhibition to see artefacts up close. This makes learning memorable and interesting.

Diversity is at the centre of leaders' thinking. Each school year starts with 'diversity week'. As a result, pupils are tolerant, accepting and welcoming of all heritages and beliefs. Pupils vote for class leadership positions. They have an appreciation of fundamental British Values and are well prepared for life in modern Britain.

Pupils are reflective and treat each other with respect and kindness. They develop appropriate knowledge across the personal, social, health and economic curriculum. In some areas this is more detailed, such as anti-bullying. Pupils understand how to maintain healthy relationships. They know how to keep themselves safe, both online and outside of school. The school ensures parents and carers are well informed about the content of the relationships and health education programme.

Leaders provide effective pastoral support through the learning mentor and external partnerships. This ensures that pupils' barriers to wellbeing reduce.

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

Somerville Primary School is a cornerstone of its community. Pupils are happy and safe. They typically attend regularly. Pupils embrace diversity, tolerance and respect in this welcoming school. Pupils learn about different cultures and topics through workshops and trips. They enjoy the wide range of clubs available to them. For example chess club and sewing club. Disadvantaged pupils, those with special educational needs and/or disabilities and those known (or previously known) to social care access the full range of opportunities. There is a powerful sense of belonging at the school and pupils talk positively about how 'everyone is welcomed'.

Pupils behave well across the school. Children settle quickly in the early years and learn the routines and expectations. They interact warmly with one another and with staff. The conversations they have with staff help to develop their language, although they would benefit further from more of these. As they move through school, they continue to grow as reflective, empathetic and responsible young people. Pupils generally work hard and concentrate in lessons. Peer mediators help resolve conflict on the playground, which helps everyone to play together well and feel safe. Pupils say bullying is rare.

Pupils enjoy learning and want to do well for their teachers. There are lots of opportunities to develop oracy across school, which helps pupils to build language and vocabulary. Pupils secure important reading, writing and mathematical facts, which is reflected in results in national tests. Vulnerable pupils receive effective support, so they progress well through the curriculum. By the time they leave school, pupils are well prepared for the next stages of their education.

Next steps

- Leaders should embed the recent improvements to the teaching of handwriting so that pupils' handwriting becomes more consistent across the full curriculum.
 - Leaders should embed effective teaching with a focus on enabling pupils to produce high-quality work in all foundation subjects.
 - Leaders should ensure that staff in the early years maximise the opportunities they have to engage children in high-quality interactions that further develop and extend their knowledge and vocabulary.
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About this inspection

The chair of the board of governors in this school is Mr Cecil Knight.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with school leaders including the headteacher, deputy headteacher, assistant headteachers, SENDCo, 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: Izhar Khan

Lead inspector:

Matthew Seex, His Majesty's Inspector

Team inspectors:

Sally Snooks, Ofsted Inspector

Harjit Chahal, Ofsted Inspector

Lisa Montandon, 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 6 May 2026

School and pupil context

Total pupils

711

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

758

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)

58.90%

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

2.25%

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

15.47%

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 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	66%	61%	Close to average
2024/25 (final)	70%	62%	Above
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	64%	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	76%	74%	Close to average
2024/25 (final)	77%	75%	Close to average
2023/24 (final)	74%	74%	Close to average
2022/23 (final)	76%	73%	Close to average

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	71%	72%	Close to average
2024/25 (final)	75%	72%	Close to average
2023/24 (final)	69%	72%	Close to average
2022/23 (final)	69%	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	86%	73%	Above
2024/25 (final)	88%	74%	Above
2023/24 (final)	81%	73%	Above
2022/23 (final)	90%	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.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	46%	Above
2024/25 (final)	64%	47%	Above
2023/24 (final)	61%	46%	Above
2022/23 (final)	58%	44%	Above

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	72%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (final)	73%	63%	Close to average
2023/24 (final)	68%	62%	Close to average
2022/23 (final)	75%	60%	Above

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	67%	59%	Above
2024/25 (final)	67%	59%	Close to average
2023/24 (final)	68%	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	83%	60%	Above
2024/25 (final)	84%	61%	Above
2023/24 (final)	80%	59%	Above
2022/23 (final)	85%	59%	Above

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	61%	68%	-6 pp
2024/25 (final)	64%	69%	-5 pp
2023/24 (final)	61%	67%	-6 pp
2022/23 (final)	58%	66%	-9 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	72%	80%	-8 pp
2024/25 (final)	73%	81%	-7 pp
2023/24 (final)	68%	80%	-12 pp
2022/23 (final)	75%	78%	-3 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	67%	78%	-10 pp
2024/25 (final)	67%	78%	-11 pp
2023/24 (final)	68%	78%	-10 pp
2022/23 (final)	67%	77%	-10 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	83%	80%	3 pp
2024/25 (final)	84%	81%	4 pp
2023/24 (final)	80%	79%	0 pp
2022/23 (final)	85%	79%	5 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)	5.7%	5.2%	Close to average
2023/24 (3 term)	6.3%	5.5%	Above
2022/23 (3 term)	6.8%	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)	14.6%	13.0%	Close to average
2023/24 (3 term)	20.0%	14.6%	Above
2022/23 (3 term)	21.4%	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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