

Yew Tree Primary School

Address: Birchfield Way, Yew Tree Estate, Walsall, West Midlands, WS5 4DX

Unique reference number (URN): 103974

Inspection report: 27 January 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 

Across the curriculum, pupils generally develop the secure foundations in their knowledge and skills that they need to move on to their next stages of education. This includes children in the early years.

Overall, pupils make progress in line with their peers nationally from their starting points. This is the case in most areas of the curriculum. For example, pupils in Year 4 do particularly well in their timetables check. Here, they consistently outperform their peers nationally. However, some gaps in pupils' knowledge persist. For example, in reading which is evident in pupils' reading outcomes at the end of Year 6 in 2025. Leaders have identified this and work is underway to address this. For example, the teaching of early reading is now more effective and targeted interventions help pupils to catch up when they fall behind.

Pupils with special educational needs and/or disabilities make suitable progress over time. Disadvantaged pupils' achievement is broadly in line with similar peers nationally.

Not many pupils achieve at greater depth. This is because they do not have regular opportunities to extend their learning, when they are ready to do so. This hinders their progress. Where the school spots trends of decline, they act decisively to address this. Generally, pupils achieve well and are well prepared for their next stages of education.

Attendance and behaviour

Expected standard 

Leaders and staff consistently promote the importance of high attendance. The school meticulously analyses trends and patterns in figures, especially those of vulnerable pupils. The school helps families to see the importance of regular attendance. This includes supportive meetings to identify any barriers to attending. The school celebrates improved attendance. As a result, attendance across the school has improved. It is now at least in line with national averages. Pupils want to come to school.

Pupils are delightful. They are friendly, welcoming, caring and a pleasure to speak to. Leaders have established high expectations for pupils' behaviour and conduct. These are dependably applied by staff. Any sanctions are used consistently. Staff, pupils, parents and carers know what is expected. This is because the school carefully teaches pupils how to behave. This work is successfully underpinned in the early years, where children learn what it means to be a pupil at this school. On occasion, some pupils do not consistently show strong attitudes to learning and perseverance with their work.

The school's culture promotes mutual respect, tolerance and manners. There is a clear focus on acknowledging positive behaviour. Pupils respond to this well. They enjoy being rewarded. Clear routines, such as 'STAR', 'SHAPE' and 'Fantastic Walking' contribute to calm and purposeful classrooms.

Curriculum and teaching

Expected standard 

Leaders have an accurate and informed view of the education they provide. They use effective monitoring systems to swiftly identify any inconsistencies in the quality of teaching. Where needed, leaders take appropriate action to support teachers. An example is through targeted professional training.

The school has carefully designed its curriculum. There is a focus on pupils securing the foundations they need to succeed. For example, pupils learn key knowledge and skills in literacy and numeracy. The curriculum breaks this down thoughtfully. Pupils who fall behind attend tailored catch-up sessions. This mostly helps them develop the knowledge they need.

Teachers know their pupils well. This includes those with special educational needs and/or disabilities. Teachers regularly check learning. Examples are through precise questioning and quizzes. However, at times the use of ongoing assessment is not consistent. On occasion, teachers do not spot gaps in learning swiftly enough. Staff then do not adapt their teaching quickly. Some pupils' gaps persist. Conversely, pupils do not routinely have sufficient opportunities to extend their learning. When this happens, they sometimes do not build up the depth of knowledge they should.

Early years

Expected standard 

Every day in the early years starts with warm, personalised greetings. This supports warm relationships between staff, children, parents and carers. Staff work quickly and effectively to get to know children. As a result, they settle quickly into school life. The school's nursery provision is effective and ensures that children get off to a positive start.

Children successfully learn how to meet the school's behaviour expectations. They show a positive level of resilience, when working and playing. Staff carefully choose learning tasks and resources. These help children to develop independence and learn the intended curriculum well.

The curriculum in the early years is well structured. Staff work rapidly to identify any barriers to learning children may have. This includes any special educational needs and/or disabilities. Across the early years, children benefit from high-quality interactions with staff. This supports children's language development. In reading, for example, Reception children show early confidence with sound–spelling correspondences. These secure foundations ensure that children are keeping up rather than catching up. This reflects leaders' focus on effective early reading teaching across the school. The same is true for numeracy. Children gain an appropriate understanding of number bonds and what value numbers have.

Inclusion

Expected standard 

Inclusion is a clear priority in the school. Leaders work hard to create a welcoming and supportive environment, where pupils are valued. This is especially true for pupils who are vulnerable or face other barriers. The school has strong systems in place to identify pupils' needs early. This means any barriers are quickly noticed. Leaders then provide tailored support to help pupils overcome these. This includes for those with special educational

needs and/or disabilities. These pupils take part fully in lessons alongside their peers and achieve well.

Staff receive high-quality training. This enables them to help pupils in lessons effectively. Additional resources ensure pupils participate fully in school life. This includes specialist equipment and extra adult support. The introduction of 'The Hive' has created a calm and positive space for younger pupils who require this.

Leaders regularly review the help they give by checking how well pupils are learning. They use feedback from pupils and staff to make improvements where needed. Effective partnerships with families and external agencies lead to a joined-up approach. The school uses the pupil premium funding well to improve opportunities for disadvantaged pupils. As a result, these pupils are well supported and thrive.

Leadership and governance

Expected standard 

Aspects of the school's leadership are impressive. For example, leaders have a thorough and deep understanding of their school. They know what works and why. Leaders have numerous and effective systems in place to check their provision. This enables them to address any identified issues swiftly and effectively.

Leaders have established a culture of high expectations, including a focus on vulnerable pupils. Pupils typically live the school's motto of 'learning without limits'. The school works skilfully to engage stakeholders. This results in it routinely being referred to as the 'Yew Tree Family'.

Leaders have placed emphasis on developing their staff to meet the high expectations they have set. Professional training is tailored, up to date and research-informed. Through this, leaders ensure that staff generally have the knowledge and skills they need. Leaders evaluate this routinely. This, in the main, drives continuous school improvement. Staff value this wide and rich professional development. They are very complimentary about leaders. Staff value the support and consideration leaders show towards their workload and wellbeing. Staff are proud to work here.

Governors generally understand their roles and statutory responsibilities. On the whole, they support leaders well to make required improvements to the school. Parents, who have shared their views, are largely positive about the school. They value the pastoral care their children receive and the many opportunities their children have.

Personal development and wellbeing

Expected standard 

The school has an effective personal development offer. This is typified by regular pastoral care. Pupils enjoy an endless array of meaningful opportunities that they otherwise might not have. Examples include firework displays, trips to the seaside and residential. Additionally, in numerous clubs, pupils can learn to become gardeners, farmers, football players and musicians. As a result, pupils thrive. They feel they belong to the 'Yew Tree Family'. The offer enhances their character development well. However, the participation rates are not high, especially among disadvantaged pupils. This means that pupils do not fully make use of the offer in place.

The personal development programme is well designed. Leaders have carefully taken their school's context into consideration when developing this. Pupils learn about risks and how to keep themselves safe. This covers online and on the roads. Health education, including about relationships, is age-appropriate. It ensures that pupils confidently discuss important topics. Pupils understand the importance of respect and tolerance. They demonstrate these in the caring way they behave towards each other. Pupils engage with a range of leadership roles, such as the school council, eco-warriors, digital leaders and play leaders. They are proud to play an active part in improving their school. Pupils are keenly involved in their local community. For example they do fundraising for charities or visit the elderly in a nearby residential care home.

The school resources the extra-curricular offer fully. There are ample practical rooms and opportunities to develop skills in design technology, music and cookery. This means pupils access rich and purposeful experiences. These extend pupils' learning, skills and interests.

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

Care and belonging are the hallmarks of this school. Leaders and staff want the very best for their pupils. Pupils also enjoy the school's high aspirations for them. They benefit from a stimulating and purposeful learning environment. Displays celebrate pupils' work and reinforce the school's curriculum. All areas are tidy, well organised and well maintained.

Pupils are happy at and proud of their school. They show this through their high attendance. Pupils know that staff will help them to overcome any barriers they may have to their learning or wellbeing. They talk enthusiastically about what they learn, such as in mathematics and physical education. Reading is a high-profile subject in the school. Pupils regularly visit the well-stocked library. They are excited to earn their 'one million words' reading badge. Many strive to be recognised in the 'golden book' to win a book from the school's vending machine.

Pupils behave well in lessons and at breaktimes. This makes the school calm for learning. Pupils know and follow the rules and routines that exist. Classes from Nursery to Year 6 understand the 'STAR' rules. These set out the high behaviour expectations. Staff quickly deal with any minor incidents. This ensures that any low-level disruptive behaviour does not escalate. Bullying rarely happens. The school deals with it well when it does occur. Pupils feel safe.

There is an extensive range of additional learning opportunities. Many pupils may otherwise not have these. For example, pupils speak passionately about working on the school's small farm or trips to the zoo. They know how to keep themselves well mentally and physically. Pupils demonstrate maturity and age-appropriate knowledge, when discussing healthy relationships. They know what is right and wrong and the importance of equality. The school does not tolerate discrimination of any kind.

Next steps

- The school should ensure that staff quickly and successfully identify gaps in pupils' knowledge so that they can adapt their teaching to address these effectively and enable pupils to achieve well.
 - The school should ensure that staff give pupils regular opportunities to extend and deepen their learning, so that they make strong progress.
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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.

The chair of the board of governors in this school is Kyshia Obi.

Inspection activities:

Inspectors spoke with the headteacher, deputy headteacher, other leaders and staff at the school. The lead inspector met with members of the governing body, including the chair and vice chair, and met with a representative from the local authority.

Inspectors visited lessons. They looked at pupils' work. They spoke with pupils at different times across the school day and observed behaviour in lessons and around the school site.

To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspectors considered the responses to Ofsted's staff survey. They considered the responses to the online survey, Ofsted Parent View, including parents' free-text comments.

The inspectors confirmed the following information about the school:

The school does not use any alternative provisions.

Headteacher: Jamie Barry

Lead inspector:

Bianka Zemke, His Majesty's Inspector

Team inspectors:

Janice Wood, Ofsted Inspector

Max Vlahakis, Ofsted Inspector

Heather Simpson, 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 27 January 2026

School and pupil context

Total pupils

647

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

686

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)

45.39%

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

2.47%

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

15.61%

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	52%	61%	Below
2024/25 (revised)	50%	62%	Below
2023/24 (final)	56%	61%	Close to average
2022/23 (final)	52%	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	67%	74%	Below
2024/25 (revised)	64%	75%	Below
2023/24 (final)	69%	74%	Close to average
2022/23 (final)	67%	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	70%	72%	Close to average
2024/25 (revised)	69%	72%	Close to average
2023/24 (final)	72%	72%	Close to average
2022/23 (final)	68%	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	68%	73%	Close to average
2024/25 (revised)	64%	74%	Below
2023/24 (final)	68%	73%	Close to average
2022/23 (final)	70%	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	44%	46%	Close to average
2024/25 (revised)	49%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	44%	46%	Close to average
2022/23 (final)	41%	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)	61%	63%	Close to average
2023/24 (final)	62%	62%	Close to average
2022/23 (final)	59%	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	64%	59%	Close to average
2024/25 (revised)	71%	59%	Close to average
2023/24 (final)	62%	58%	Close to average
2022/23 (final)	61%	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	63%	60%	Close to average
2024/25 (revised)	63%	61%	Close to average
2023/24 (final)	65%	59%	Close to average
2022/23 (final)	63%	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	44%	68%	-23 pp
2024/25 (revised)	49%	69%	-20 pp
2023/24 (final)	44%	67%	-23 pp
2022/23 (final)	41%	66%	-25 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)	61%	81%	-20 pp
2023/24 (final)	62%	80%	-18 pp
2022/23 (final)	59%	78%	-19 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	64%	78%	-13 pp
2024/25 (revised)	71%	78%	-8 pp
2023/24 (final)	62%	78%	-16 pp
2022/23 (final)	61%	77%	-17 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	63%	80%	-16 pp
2024/25 (revised)	63%	81%	-17 pp
2023/24 (final)	65%	79%	-15 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	63%	79%	-16 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)	4.8%	5.2%	Close to average
2023/24 (3 term)	5.5%	5.5%	Close to average
2022/23 (3 term)	5.7%	5.9%	Close to average

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)	13.3%	13.3%	Close to average
2023/24 (3 term)	15.6%	14.6%	Close to average
2022/23 (3 term)	16.1%	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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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