

# Northfield Manor Primary Academy

**Address:** Swarthmore Road, Selly Oak, Birmingham, West Midlands, B29 4JT

**Unique reference number (URN):** 142203

## Inspection report: 14 April 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 ●

### Achievement

Strong standard ●

Pupils achieve well across the school. From the early years onwards, they build secure foundational knowledge because routines are well established and activities are matched carefully to their needs. As pupils move through the school, they apply what they know confidently. They explain their thinking clearly, including in mathematics, where they justify their answers using the strategies they have been taught. Reading is a strength. Phonics is taught well. Pupils develop fluency and comprehension as they progress. Across subjects, pupils produce work of high quality that reflects their deepening understanding of the curriculum.

Pupils with special educational needs and/or disabilities make good progress because adaptations in lessons help them learn alongside their peers. Those with more complex needs receive bespoke support that enables them to access the curriculum. Disadvantaged pupils also achieve well. Leaders' focus on oracy, early reading and participation reduces barriers to learning. Pupils are well prepared for the next stage of their education. Pupils achieve very well compared to their peers nationally. Their outcomes in national tests reflect the impact of leaders' work.

### Attendance and behaviour

Strong standard ●

Leaders take a proactive and inclusive approach to attendance. They understand the barriers that some pupils face and work closely with families to reduce these. Staff know pupils well and maintain regular contact with parents and carers, which helps identify concerns early. Leaders use information from behaviour and safeguarding systems to support pupils whose attendance may be at risk. Pupils attend regularly and understand why being in school every day matters for their learning. Where individual pupils require additional support to attend regularly, leaders act promptly and review the impact of their actions.

Pupils behave sensibly in lessons and around the school. Classrooms are calm, and pupils settle quickly to learning because routines are clear and consistent. They show positive attitudes and participate confidently in discussions, supported by the school's focus on speaking and listening skills. Pupils say that bullying is rare and that staff deal with any concerns quickly and effectively. Relationships between pupils and staff are warm and respectful. The school is an environment where discrimination, harassment or unkind behaviour are not tolerated. Adaptations for pupils with special educational needs and/or disabilities help them meet behaviour expectations and take part fully in school life. Pupils demonstrate high levels of respect for one another.

### Curriculum and teaching

Strong standard ●

Leaders have designed a curriculum that reflects the school's context and priorities. A strong emphasis on speaking and listening is evident throughout the school, helping pupils communicate their ideas clearly. Leaders understand the school's strengths and areas for development. They support staff to implement the curriculum consistently well. Teachers

receive regular, well-focused training that reflects the school's priorities, including effective pupil participation. Early career teachers are supported closely by skilled mentors, who help them refine their practice and contribute to the consistently effective teaching seen across classrooms.

The curriculum is well sequenced, with clear progression in subjects including writing, reading and mathematics. Leaders check how well the curriculum is being taught and use this information to refine practice. The curriculum is inclusive. Adaptations for pupils with special educational needs and/or disabilities help them learn alongside their peers. Pupils develop the knowledge and skills they need for the next stage of their education.

Teaching secures strong foundations for pupils from the early years onwards. Phonics is taught effectively and pupils who need additional support receive it promptly. Adults know pupils well and match books carefully to pupils' developing reading skills. In lessons, teachers use a range of strategies to encourage participation, and pupils respond positively. Teaching assistants are deployed effectively to support learning.

## Early years

Strong standard 

Children get off to a very positive start in the early years. Leaders have designed a curriculum that reflects the needs of the community, where many children begin school with limited language and communication skills. Staff place a clear emphasis on developing children's vocabulary through high-quality interactions, modelling new ideas and activities, and through play. Routines are well established, and children settle quickly because expectations are clear and consistent. Leaders check the quality of early years provision regularly and use this oversight to refine practice.

The learning environment is purposeful and inviting. Activities are planned carefully so that children can revisit and practise key knowledge, including early reading, number and fine motor skills. Phonics is introduced systematically, and children who need extra help receive it promptly. Staff know children well and check on their learning regularly to identify their next steps. As a result, children build secure foundations for future learning.

Children behave well and cooperate with one another. They are encouraged to share, take turns and talk about their ideas, which helps develop their confidence and social skills. Staff support children sensitively, including those with special educational needs and/or disabilities, so that they can take part fully in school life. Parents and carers speak positively about the care their children receive and the progress they make. By the end of Reception, children are well prepared for Year 1.

## Inclusion

Strong standard 

Pupils benefit from an inclusive culture where staff understand the barriers many of them face. Leaders identify pupils' needs early and accurately. They use assessment information well to pinpoint where pupils need additional help. Staff draw effectively on specialist advice from external agencies. This ensures that support is well targeted and helps pupils to develop the skills they need to learn successfully.

Disadvantaged pupils are supported through approaches that reflect the school's context, where many pupils start with limited language and communication skills. Additional funding is used effectively to strengthen early reading, speaking skills and pastoral support. This work helps pupils to access the curriculum confidently and improves their engagement and attendance. Parents and carers describe the difference this makes to their children's confidence and progress.

Pupils with special educational needs and/or disabilities are included fully in school life. Adaptations in lessons help them learn alongside their peers. For pupils with significant or complex needs, leaders design bespoke timetables to meet their needs. They retain responsibility for pupils in alternative provision and check on them daily to ensure they are safe. Pupils who are known to social care are supported sensitively. Leaders' detailed record-keeping and strong relationships with families help ensure that pupils' needs are understood and met.

## **Leadership and governance**

**Strong standard** ●

Leaders have a clear and ambitious vision for the school. They understand the community they serve and have shaped the curriculum and wider provision to meet pupils' needs, particularly in developing language, communication and confidence. Leaders check the quality of education carefully, including the teaching of early reading, the implementation of the curriculum and the consistency of classroom practice. They use what they learn to refine approaches and ensure that pupils experience a coherent and well-sequenced curriculum. Staff say leaders are approachable and mindful of workload, which helps maintain stability and supports professional development.

Safeguarding is effective. Leaders ensure that staff receive regular, relevant training and understand how to identify and report concerns. Record-keeping is thorough, and leaders work closely with external agencies to secure timely support for pupils and families. They analyse safeguarding information to identify patterns and respond proactively to emerging needs. Leaders' oversight of attendance, behaviour and pastoral support ensures that pupils feel safe and well cared for.

Those responsible for governance know the school well. They understand their statutory responsibilities and provide appropriate challenge and support. Trustees and academy councillors check that leaders' actions are making a difference, including in attendance, curriculum development and the support for pupils with special educational needs and/or disabilities. They ensure that resources are used effectively and that the school meets all required duties. The oversight of safeguarding is robust. As a result, leaders and governors work together to create a safe, inclusive and aspirational environment where pupils can thrive.

## **Personal development and wellbeing**

**Strong standard** ●

Pupils benefit from a well-designed personal development programme that reflects the school's context, where many families face economic hardship and some pupils have limited experiences beyond their immediate community. Leaders have shaped the curriculum to broaden pupils' horizons and raise aspirations. Pupils talk confidently about the school's values and how these help them make positive choices. They enjoy taking part in

workshops, visits and cultural events that help them understand the wider world. Leaders ensure that pupils learn about diversity, respect and inclusion in ways that reflect the school's multicultural community. They check the impact of the personal development programme carefully and use this to refine what pupils experience.

Pupils learn how to stay safe, including online. This is reinforced through assemblies, themed weeks and work with external agencies. Older pupils recall sessions led by the police about risks linked to knife crime, which they say helped them understand how to keep themselves safe. Relationships and health education is taught clearly and sensitively, so pupils know how to form positive friendships and treat others with respect. Pupils also learn about fundamental British values and explore these through assemblies and themed events.

The school's pastoral support is a strength. Staff know pupils well and respond quickly when concerns arise. Pupils are confident that they have trusted adults they can talk to, and that staff listen to them. Leaders' work with families helps reduce barriers to pupils' wellbeing and engagement. Parents speak highly of the care their children receive and the difference this makes to their confidence and happiness in school.

Pupils with special educational needs and/or disabilities are supported sensitively. Adaptations and bespoke support help them take part fully in school life. Leaders' work with external professionals ensures that pupils who need it receive the guidance and provision they require. As a result, pupils develop the personal qualities, confidence and resilience they need for their next steps.

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

Pupils describe their school as a welcoming place where they are known as individuals. There is a strong sense of belonging, with positive relationships evident throughout the school community. Pupils arrive each morning to friendly greetings from staff. This helps them feel settled and ready to learn. They say their school is a place where they can achieve their best. The school is calm and purposeful. Pupils know that adults will listen if they have a worry. They feel safe because staff take concerns seriously and help them understand how to keep themselves safe in different situations, including online. Older pupils talk confidently about what they learned from sessions with local police about risks they may encounter beyond school.

Pupils enjoy learning and take pride in their achievements. They talk about how discussing ideas helps them understand new concepts and gives them the confidence to explain their thinking. They concentrate well in lessons and appreciate the clear routines that help them stay focused. Pupils say that adults encourage them to do their best and celebrate their successes. This motivates them to keep improving. They recognise how their learning prepares them for the future and feel well supported to meet the school's high expectations.

Pupils are proud that their school brings together children from many different backgrounds and say this helps them learn to respect and understand one another. They talk about the importance of kindness and fairness and say it is 'okay to be different', celebrating the school's rich diversity. Pupils with barriers to their learning and/or wellbeing say that adults understand what helps them and make sure they can join in with everything.

Pupils thrive because they are encouraged to take part in the wider life of the school. They enjoy clubs, themed events and opportunities to represent their class. Pupils say these experiences help them grow in confidence and feel proud of who they are and what they can achieve.

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## Next steps

- Leaders should continue to secure consistency in how well the curriculum is implemented, ensuring that effective pedagogical approaches are embedded securely across all subjects and year groups.
  - Leaders should further improve attendance and reduce persistent absence by continuing to analyse patterns, evaluate the impact of interventions and ensure that strategies address both persistent absence and emerging concerns.
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## About this inspection

This school is part of the Victoria Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sharron Philpot, and overseen by a board of trustees, chaired by Rob Elkington MBE.

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, including the headteacher and members of the senior leadership team. They also spoke with representatives of the trust including trust leaders, trustees and members of the academy council during the inspection.

The inspectors confirmed the following information about the school:

The school provides wraparound care.

The school uses no alternative provision.

Headteacher: Tom Hull

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**Lead inspector:**

Matt Fletcher, His Majesty's Inspector

**Team inspectors:**

Tracey Porter, Ofsted Inspector

Lesley Yates, 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 14 April 2026

## School and pupil context

**Total pupils**

**391**

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**

**420**

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)**

**47.06%**

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**

**2.30%**

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**

**14.58%**

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**

**Close to 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 | 71%         | 61%              | Above                          |
| 2024/25 (revised)     | 75%         | 62%              | Above                          |
| 2023/24 (final)       | 75%         | 61%              | Above                          |
| 2022/23 (final)       | 62%         | 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 | 82%         | 74%              | Above                          |
| 2024/25 (revised)     | 82%         | 75%              | Close to average               |
| 2023/24 (final)       | 90%         | 74%              | Above                          |
| 2022/23 (final)       | 75%         | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 75%         | 72%              | Close to average               |
| <b>2024/25 (revised)</b>     | 80%         | 72%              | Above                          |
| <b>2023/24 (final)</b>       | 79%         | 72%              | Close to average               |
| <b>2022/23 (final)</b>       | 67%         | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 88%         | 73%              | Above                          |
| <b>2024/25 (revised)</b>     | 92%         | 74%              | Above                          |
| <b>2023/24 (final)</b>       | 87%         | 73%              | Above                          |
| <b>2022/23 (final)</b>       | 87%         | 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 51%         | 46%              | Close to average               |
| <b>2024/25 (revised)</b>     | 63%         | 47%              | Above                          |

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | 56%         | 46%              | Close to average               |
| 2022/23 (final) | 39%         | 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 | 70%         | 62%              | Above                          |
| 2024/25 (revised)     | 63%         | 63%              | Close to average               |
| 2023/24 (final)       | 84%         | 62%              | Above                          |
| 2022/23 (final)       | 64%         | 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 | 56%         | 59%              | Close to average               |
| 2024/25 (revised)     | 67%         | 59%              | Close to average               |
| 2023/24 (final)       | 60%         | 58%              | Close to average               |
| 2022/23 (final)       | 45%         | 58%              | Below                          |

### 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 |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 79%         | 60%              | Above                          |
| <b>2024/25 (revised)</b>     | 83%         | 61%              | Above                          |
| <b>2023/24 (final)</b>       | 72%         | 59%              | Above                          |
| <b>2022/23 (final)</b>       | 82%         | 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 |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 51%         | 68%                              | -16 pp                  |
| <b>2024/25 (revised)</b>     | 63%         | 69%                              | -7 pp                   |
| <b>2023/24 (final)</b>       | 56%         | 67%                              | -11 pp                  |
| <b>2022/23 (final)</b>       | 39%         | 66%                              | -27 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 |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 70%         | 80%                              | -10 pp                  |
| <b>2024/25 (revised)</b>     | 63%         | 81%                              | -18 pp                  |
| <b>2023/24 (final)</b>       | 84%         | 80%                              | 4 pp                    |
| <b>2022/23 (final)</b>       | 64%         | 78%                              | -15 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 |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 56%         | 78%                              | -22 pp                  |
| <b>2024/25 (revised)</b>     | 67%         | 78%                              | -12 pp                  |
| <b>2023/24 (final)</b>       | 60%         | 78%                              | -18 pp                  |
| <b>2022/23 (final)</b>       | 45%         | 77%                              | -32 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 |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 79%         | 80%                              | 0 pp                    |
| <b>2024/25 (revised)</b>     | 83%         | 81%                              | 3 pp                    |
| <b>2023/24 (final)</b>       | 72%         | 79%                              | -7 pp                   |

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2022/23 (final) | 82%         | 79%                              | 3 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) | 5.0%        | 5.2%             | Close to average               |
| 2023/24 (3 term) | 5.5%        | 5.5%             | Close to average               |
| 2022/23 (3 term) | 5.9%        | 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) | 12.7%       | 13.3%            | Close to average               |
| 2023/24 (3 term) | 16.4%       | 14.6%            | Close to average               |
| 2022/23 (3 term) | 18.9%       | 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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