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8 May 2014

Ms Paula Ward  
Headteacher  
Shelfield Community Academy  
Broad Way  
Pelsall  
Walsall  
WS4 1BW

Dear Ms Ward

### **Special measures monitoring inspection of Shelfield Community Academy**

Following my visit to your academy on 7 May 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the academy's recent section 5 inspection.

The inspection was the first monitoring inspection since the academy became subject to special measures following the inspection which took place in January 2014.

### **Evidence**

During this inspection and in addition to touring the academy and visiting some classes with the newly appointed senior vice principal, meetings were held with members of the senior leadership team, together with additional meetings with the Principal. Her Majesty's Inspector (HMI) also met with the Chair of the Progress Board, who is also a director of Ormiston Academies Trust (OAT), and has been working closely with the academy prior to the planned conversion in September. A separate meeting was held with the newly appointed assistant principal, who has responsibility for leading the development of mathematics and numeracy. A telephone discussion was held with the Chair of the Interim Executive Board (IEB), who is also a director of Ormiston Academies Trust. Ormiston Academies Trust has supported the academy prior to conversion by providing a statement of action which was evaluated along with the academy's post-Ofsted action plans. The single central record was checked to ensure that new staff have been added and that the academy complies with statutory requirements in relation to safeguarding and staff vetting procedures.

### **Context**

There have been significant changes to leaders' roles and responsibilities, as well as new staff appointments since the academy's inspection in January. The IEB replaced the governing body soon after the academy's inspection and the OAT appointed a progress board to scrutinise and evaluate the academy's improvement. A restructuring of senior

leadership roles has included the promotion of the vice principal to senior vice principal. Two newly appointed vice principals now have specific responsibilities for managing teaching, learning and student achievement, as well as other management roles that contribute to the oversight and scrutiny of teachers' performance and students' progress. Three new assistant principals have been appointed, making up a total of seven, each having specific responsibilities directly linked to improving the quality of learning and teaching, either within departments or across the academy. Five teachers have left and five have been appointed since the inspection in January. By September 2014, thirteen more teachers will have been appointed, replacing teachers who will be leaving by the end of this term. The Department for Education has approved new governance arrangements from September 2014, which will see OAT acting as a full sponsor and it is proposed that a local governing board be in place by the autumn term.

### **The quality of leadership in and management of the school**

The senior leadership team and staff have responded positively to the challenges facing the academy. New leadership roles focus on the right priorities for improvement, with clear lines of accountability aimed at securing and accelerating the recent improvements in students' achievement. The monitoring of teaching and students' progress is systematic and robust, with checking systems in place to set realistic and challenging targets for students and staff. Action plans include clear measures of success that help leaders and the progress board evaluate the impact of actions. The Principal is determined and ambitious for the academy. She has wasted no time in implementing well-devised plans and monitoring programmes that help and challenge teachers and support staff to improve their performance. The IEB and progress board scrutinise leaders' impact statements to check progress in relation to the areas for improvement identified at the time of the inspection in January. The combination of new staff appointments and redefined leadership roles are strengthening the teaching. Leaders have prepared training plans for teachers with improvement points that are linked to the national teachers' standards. The IEB has put in place transitional arrangements for the autumn term to introduce a local governing board. This will coincide with an external review of governance which has the potential to bring skilful and experienced governors to the academy.

Following the monitoring inspection the following judgements were made:

The sponsor's statement of action is fit for purpose.

The academy's action plans are fit for purpose.

Having considered all the evidence, I strongly recommend that the academy does not seek to appoint newly qualified teachers. This recommendation will be reviewed during the next monitoring inspection.

I am copying this letter to the Secretary of State, the Chair of the Interim Executive Board, the Education Funding Agency, the Department for Education Academies Advisers Unit and the Chief Executive Officer of the Ormiston Academies Trust. This letter will be published on the Ofsted website.

Yours sincerely,

Charalambos Loizou  
**Her Majesty's Inspector**