

# Inspection of a good school: Reaside Academy

Tresco Close, Frankley, Rubery, Birmingham B45 0HY

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Inspection dates:

16 and 17 November 2021

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

## **What is it like to attend this school?**

Pupils are happy at Reaside Academy. They enjoy their lessons and have positive relationships with staff. Leaders have put the 'Reaside Way' of communication, pride, respect and being safe at the heart of what they do. Teachers are positive role models for pupils.

Pupils behave well and are respectful of staff. This is because teachers are consistent in the way they manage pupils' behaviour. Lessons are calm and orderly. On the rare occasion that bullying does occur, staff deal with this quickly so it does not persist. Some pupils do not attend school as often as they should. This can interrupt their learning and put them behind in their work.

Pupils are not learning as well as they could in some subjects. Leaders have started to make improvements to the curriculum. This is proving to be successful. However, leaders in the past have not done enough to help pupils learn to read quickly and remember more of what they have been taught.

Pupils benefit from participating in a range of extra-curricular clubs. These include dance, art, gardening and cooking. Recently, Year 6 pupils were taken to Cannock Chase Museum as part of their history work on the Second World War.

## **What does the school do well and what does it need to do better?**

The new acting headteacher and deputy headteacher, with the support of trust leaders, have quickly identified the strengths of the school and areas that need to improve. They have already started to make changes to the curriculum and appoint new subject leaders. However, these improvements are still at an early stage of being implemented.

Leaders recognise the importance of reading. They have introduced a phonics programme to help younger pupils develop their knowledge of sounds. There is also ongoing support for pupils with reading, including those with special educational needs and/or disabilities. The English curriculum ensures that pupils study a variety of different literary texts and teachers read to pupils daily. Pupils are encouraged to change their reading books regularly in the school library. However, reading is not always taught as effectively as it could be. Some pupils are given books to read that do not accurately reflect the sounds they know. Pupils therefore struggle to blend sounds together and make sense of what they are reading. In addition, the support given to weaker readers is not consistently sharply focused on helping pupils to catch up quickly.

The mathematics curriculum is well planned and sets out what pupils should know by the end of each year. Leaders have thought carefully about the order of topics so that pupils are secure in the basics of number before moving on to more complex mathematical tasks. Teachers check pupils' understanding regularly through mini tests throughout each topic. This helps to identify where pupils may require further support. Leaders recognise that some pupils have gaps in their knowledge from when schools were only open to some pupils due to COVID-19 restrictions. As a result, leaders have recently introduced activities at the start of lessons that check what pupils can remember from previous topics. They have also put in place daily times table checks. Early indications show that this is helping pupils to know and remember more, long term.

Leaders have started work on the wider curriculum by grouping subjects together under a theme. This includes subjects like history, geography and art. Leaders have plans that show the key knowledge they want pupils to remember. These have usually been mapped carefully for each year group. In Year 6 history lessons, for example, pupils could talk confidently about their recent learning on the Second World War and the rise of Nazi Germany. However, sometimes it is not clear why topics are taught in a particular order and how pupils build on what they already know. Some teachers do not select appropriate activities to help pupils become secure in their knowledge.

Leaders ensure that pupils' broader development is well catered for. There is a carefully planned personal, social, health education curriculum for all year groups. Pupils are taught about different religions and key events form part of the school calendar, like Black History Month. Pupils also participate in charity events throughout the school year, including Children in Need.

In discussion with the headteacher, the inspector agreed that reading, mathematics, science and history may usefully serve as a focus for the next inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that all systems and processes for safeguarding are fit for purpose. They carry out all appropriate checks on new staff. Staff receive regular training on safeguarding and they are clear what to do if they have a concern about a child. Leaders act in a timely way if pupils need help and support. Leaders have a strong understanding

of the local risks. Pupils are taught to keep themselves safe through the personal, social and health curriculum and school assemblies.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Younger pupils are sometimes given books to read that do not accurately reflect the phonic sounds they know. This means that, too often, weaker readers struggle to blend sounds together and read words. Leaders should ensure that the books given to younger pupils are well matched to their phonic knowledge so that they can make better progress in their reading.
- The support given to weaker readers is not as precise and focused as it could be. Staff do not consistently pick up on sounds that are mispronounced or spot errors in letter formation. Leaders should ensure that all staff are appropriately trained to deliver phonics in order that pupils who struggle to read catch up quickly.
- In some wider curriculum subjects, it is not clear why topics are studied in a particular order. Pupils therefore struggle to build on what they already know and make connections in their learning. Leaders should ensure that all subjects are sequenced effectively to help pupils know and remember more, long term.
- Sometimes teachers do not select appropriate activities when teaching subjects in the wider curriculum. This means that learning is not focused on the key knowledge pupils should remember and some activities lead to misconceptions developing. Leaders should ensure that staff receive sufficient training so that learning tasks are consistently well matched to what pupils should know and understand.
- Some pupils do not attend as often as they should. This has a negative impact on their learning and creates gaps in their knowledge. Leaders should take action to ensure that all pupils attend regularly so absence and persistent absence rates reduce.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in November 2016.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	139002
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10200303
<b>Type of school</b>	Junior
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	196
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Alan Edwards
<b>Acting Headteacher</b>	Hayley Carrier
<b>Website</b>	<a href="http://www.reasideacademy.co.uk/">www.reasideacademy.co.uk/</a>
<b>Date of previous inspection</b>	1 – 2 November 2016, under section 5 of the Education Act 2005

## Information about this school

- At the time of this inspection, the acting headteacher and acting deputy headteacher had been in post since September 2021. Both had come from schools within the University of Wolverhampton Multi Academy Trust.
- The school uses no alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The inspector focused on the following subjects: reading, mathematics and history. The inspector examined leaders' plans, visited lessons, looked at pupils' work and talked with pupils about the way these subjects are taught.
- The inspector reviewed a range of school documents. These included information about behaviour, attendance, the school curriculum, and improvement planning. The school website was also checked.

- The inspector talked to staff and leaders about safeguarding arrangements. He examined how leaders make employment checks on staff and scrutinised further safeguarding records. He also asked how incidents reported by pupils are recorded and analysed.
- The inspector observed informal times of the day to evaluate safeguarding and pupils' behaviour.
- The inspector held meetings with the chief executive officer, the executive headteacher, acting headteacher, senior leaders, subject leaders, teachers and pupils. He also talked informally to pupils and staff to gather general information about school life.
- The inspector considered responses to Ofsted's online survey, Ofsted Parent View, and free-text comments. He also considered responses to Ofsted's survey of staff.

### **Inspection team**

Mark Howes, lead inspector

Her Majesty's Inspector

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