

Inspection of an outstanding school: Shireland Hall Primary Academy

Montague Road, Smethwick, West Midlands B66 4PW

Inspection dates:

17 and 18 May 2022

Outcome

Shireland Hall Primary Academy continues to be an outstanding school.

What is it like to attend this school?

Pupils, parents and staff all say this is a great school. Inspectors agree. Shireland Hall Primary Academy continues to go from strength to strength. All pupils can succeed in many different ways. From sport to art, and from mathematics to Latin, the curriculum is packed full of worthwhile things to do and learn.

Leaders and staff are always on the lookout for new ideas. They make sure that lessons cover the right things, and check that pupils remember what they have been taught. They do all they can to make learning fun, but also make sure that expectations are high. Pupils work hard, behave well and treat others with respect. Pupils also take on jobs that help the school to run smoothly.

In class, and on the playground, there is a cheerful buzz of excitement about school. Pupils stop to say hello to one another, and no one is left out. It is a calm, orderly, kind and safe place in which to learn.

Bullying rarely happens. Staff keep a close eye on this and are quick to act if anything is wrong.

During their time at Shireland Hall, pupils learn much, take responsibility and aspire to great things.

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

Leaders at Shireland Hall Primary Academy are inspiring. They want every pupil to leave with 'the best chance of success'. Staff share this vision. Leaders raise aspirations for all. Pupils benefit from an extensive range of opportunities. From the junior leadership team to visits to universities, pupils have opportunities to grow. Leaders foster and nurture pupils' talents and interests. For example, they seek sponsorship for exceptional athletes.

Leaders and staff are creative in curriculum thinking and design. Leaders are not afraid to think differently. For example, Latin is taught as a foreign language. This shows leaders' innovative approach. It builds pupils' knowledge of English and links to the wide range of languages pupils speak. Pupils are well prepared for future language learning.

Leaders and teachers carefully plan what pupils learn across every aspect of the curriculum. Staff who lead subjects use their knowledge to skilfully shape the curriculum. For example, in Year 5, pupils learn how to expertly question sources of evidence in objective ways. They learn how historians form views about the past from what the evidence tells them. As a result of leaders' careful thinking, pupils achieve exceptionally well in subjects such as history, geography, art and physical education (PE).

Children in early years get off to a strong start. They are well prepared for key stage 1. Teachers provide children with a range of carefully planned opportunities to nurture their interests. Leaders know that many children did not socialise with others during the pandemic restrictions. They are keen to provide these chances in school. As a result, children work and play well together. For example, children in Nursery fill plant pots with soil for each other when planting seedlings with their friends.

All pupils have access to everything the school does. Leaders have created a culture where every pupil is included and can achieve. They identify pupils' needs as early as possible. Pupils with special educational needs and/or disabilities receive well-targeted support. As a result, they achieve remarkably well.

Leaders ensure that pupils learn to read fluently. From early years through to Year 6, pupils' enthusiasm for books and language shines through. Whatever pupils' needs, language or interests, staff make sure that all pupils do as well as possible. Leaders are still adjusting aspects of phonics teaching. However, teachers use a systematic approach that sets foundations for pupils' later success.

This school is calm and purposeful. From Nursery, children learn routines. They listen carefully to adults. Pupils are polite and respectful to all. In lessons, they are attentive and work hard. Pupils behave well because they know it is the right thing to do. Pupils say that bullying is not a problem. However, they know that adults would help them if they were concerned or worried. Leaders ensure that pupils can raise concerns in a range of ways. This includes using letterboxes in school and online buttons which pupils can access both at home and in school.

Parents are full of praise for the school and all staff. Staff feel incredibly proud to work at Shireland Hall. They cannot speak highly enough of leaders, who support and encourage them. One member of staff commented, 'This school is the best.'

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a strength of this school. Leaders are vigilant in ensuring that pupils are kept safe. All staff complete regular training. As a result, they report any concerns, no

matter how small. Dedicated pastoral leaders work closely with external agencies. They relentlessly chase up support to ensure the well-being and safety of every pupil.

Leaders recognise local risks. They ensure that children are taught about keeping themselves safe in their community.

Record-keeping is accurate, detailed and frequently analysed. Leaders meet regularly to share information. All appropriate checks are carried out on adults who work and volunteer in the school.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 outstanding in May 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

Unique reference number	139875
Local authority	Sandwell
Inspection number	10211937
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	672
Appropriate authority	Board of trustees
Chair of trust	Caroline Whalley
Principal	Allan Shephard (Executive Principal)
Website	www.shirelandhallprimaryacademy.com/
Dates of previous inspection	11 and 12 May 2016, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Elliot Foundation Academies Trust.
- The school is federated with George Betts Primary Academy. The executive principal leads both schools in the federation.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors carried out deep dives in the following subjects: reading, mathematics and history. In these subjects, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors held meetings with the executive principal, the vice and assistant principals, curriculum leaders, the special educational needs coordinator, governors and members of the trust.

- Inspectors also looked at the curriculum in geography, Latin, art and PE. They spoke to leaders, looked at pupils' work and reviewed curriculum documents.
- Inspectors observed some pupils reading to staff. Pupils were observed at lunchtime and in the playground. Inspectors spoke informally to groups of pupils.
- To inspect safeguarding, inspectors met with the designated safeguarding leader and the well-being leader, looked at the single central record of recruitment checks and safeguarding records and talked informally to pupils and staff.
- Inspectors considered the views of 28 parents who responded to the Ofsted Parent View questionnaire, and 17 free-text responses. Inspectors took account of 59 responses to the staff questionnaire and 84 responses to the pupil questionnaire.

Inspection team

Rachel Henrick, lead inspector

Her Majesty's Inspector

Martin Pye

Her Majesty's Inspector

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