

Inspection of King Edward VI Sheldon Heath Academy

Sheldon Heath Road, Sheldon, Birmingham, West Midlands B26 2RZ

Inspection dates: 7 and 8 February 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Previous inspection grade Good
previously inspected under section 8 of
the Education Act 2005

What is it like to attend this school?

King Edward VI Sheldon Heath leaders have high aspirations for every pupil. Pupils understand and follow the 'CARE' values of compassion, aspiration, respect and equality. Warm and respectful relationships characterise life at this school. Pupils are happy and safe. Pupils value the support staff give them. This motivates pupils to achieve well, and they do.

Leaders have developed a broad and ambitious curriculum. There is a purposeful atmosphere around school. Pupils say they can focus on their learning well. Teachers act on any disrupted learning quickly and address the issues effectively. During social times, most pupils behave very well. A small number of pupils use derogatory and inappropriate language. If incidents of poor language or behaviour do occur, leaders deal with them swiftly.

Leaders are proud of the broad range of enrichment activities on offer. There are many clubs that pupils attend. These include coding, drama and philosophy. Many pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), attend regularly. Some pupils recently enjoyed their visit to Twickenham to watch an England international rugby match. As part of their wider development, pupils are well supported to gain insight into a broad range of work and employment opportunities.

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

Leaders have developed an ambitious and well-sequenced curriculum, including in the sixth form. All pupils follow the same curriculum, including pupils with SEND. Leaders' actions to improve the curriculum have led to improved pupil outcomes by the end of key stages 4 and 5. Senior and curriculum leaders work together to discuss and evaluate the curriculum. For example, to further develop physical education and exercise, leaders successfully introduced dance into key stage 3.

Curriculum leaders identify the key knowledge that pupils need to learn. The order of knowledge is also clearly set out. For example, in geography Year 11 pupils use their knowledge of globalisation from Year 8 to develop their work on employment and economy. However, some teachers do not give pupils sufficient opportunities to deepen their knowledge. This means that pupils are not able to fully extend their understanding of different topics.

Leaders have introduced 'recall' tasks at the start of lessons to enable teachers to check what pupils know. However, teachers do not use them in the same way. Some teachers do not check that pupils complete this work, which leads to pupils not finishing the tasks. As a result, some pupils are not learning key knowledge, which leads to gaps in their learning. This makes it difficult for pupils to build successfully on their prior learning.

Leaders quickly identify pupils with SEND. 'Pupil passports' provide the additional support each pupil needs. Teachers use them effectively to adapt their teaching. Teaching assistants also support pupils with SEND well in the classroom. However, despite this support, some disadvantaged pupils and pupils with SEND do not behave well enough during lessons. On occasion, some of these pupils are moved to other classes. This means that they do not have the same learning experiences as their peers.

Leaders are establishing a range of opportunities for pupils to develop their reading. They identify pupils who need extra support and provide appropriate help. However, as the systems and staff are relatively new, the impact of this support is not precisely known. Pupils are beginning to read more often, including during form time. Pupils appreciate this and say they feel encouraged to read more.

Leaders prioritise pupils' well-being and personal development. Parents and carers are very positive about this support. Pupils learn about healthy relationships, British values and online safety. Pupils take part in a range of enrichment activities, including sports, animal care and cookery. Sixth-form students effectively support younger pupils as reading mentors, mental health ambassadors and library leaders. A comprehensive careers programme is in place for all pupils.

Leaders responsible for governance have a clear and precise understanding of the school and its priorities. They promote an honest and transparent relationship with leaders. They also provide effective challenge and support. This helps to ensure the school continues to improve.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding leaders are highly experienced and well qualified. They have extensive knowledge of the issues that pupils face within the school and the wider community. Staff record their concerns promptly and these are acted on quickly by an extensive team of leaders. Weekly meetings enable early support to be put in place for pupils and parents where needed. Leaders make appropriate referrals to children's services and follow these up to make sure pupils get the help that they need.

Pupils know who to talk to and how they can report any concerns they have. Pupils are taught about how to keep themselves safe, including online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not consistently check what pupils understand and remember. This means that gaps in pupils' knowledge are not identified and addressed effectively. Leaders must ensure that teachers consistently check pupils' understanding at regular points and adapt their teaching accordingly to close any gaps in their learning.
- Some teachers do not provide pupils with sufficient opportunities to broaden their learning. This means that pupils miss opportunities to gain a deeper understanding of the subject. Leaders should ensure that all teachers continue to provide pupils with a range of learning activities that will expand learning and deepen understanding.
- Some disadvantaged pupils and those with SEND do not behave well enough during lessons. Too many are moved to other classes when this happens, which can disrupt the learning of others. Leaders must continue to raise expectations of behaviour throughout the school community to ensure that no learning is disrupted.

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.

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	136152
Local authority	Birmingham
Inspection number	10256887
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1182
Of which, number on roll in the sixth form	145
Appropriate authority	Board of trustees
Chair of trust	Sharon Roberts
Principal	Rebecca Elcocks
Website	www.keshacademy.com
Date of previous inspection	18 July 2017

Information about this school

- The principal was appointed in April 2020
- The school is one of 11 academies within the King Edward VI Trust
- The academy makes use of three registered alternative providers
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors focused on the following deep dives: English, mathematics, computer science, geography and physical education. For each deep dive, 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.
- They also looked at other subjects to check the curriculum and how they are taught.
- Inspectors reviewed a range of school documents. These included information about behaviour, attendance, the school's curriculum and improvement planning. The school's website was also checked.
- Inspectors talked to staff and leaders about safeguarding arrangements. They examined how leaders make employment checks on staff and scrutinised further safeguarding records. They also asked how incidents reported by pupils are recorded and analysed.
- Inspectors observed informal times of the day to evaluate safeguarding and pupils' behaviour.
- Inspectors held meetings with trustees, governors, the principal, senior leaders, subject leaders, pastoral leaders, teachers, including early careers teachers, and pupils. They also talked informally to pupils and staff to gather information about school life.
- Inspectors considered responses to Ofsted Parent View, and the free-text comments. Inspectors also considered Ofsted's staff survey and pupil questionnaires.

Inspection team

Stuart Clarkson, lead inspector	His Majesty's Inspector
Mike Onyon	Ofsted Inspector
Julie Griffiths	Ofsted Inspector
Graeme Rudland	Ofsted Inspector
Jenny Brown	Ofsted Inspector

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