

Inspection of Percy Shurmer Academy

Longmore Street, Balsall Heath, Birmingham, West Midlands B12 9ED

Inspection dates: 24 and 25 May 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Percy Shurmer Academy is a very special place where every child has an exceptional learning experience. Children live the school ethos 'be big hearted, be brave and choose a remarkable life'. Leaders are relentless in their work to ensure that all pupils attend school daily and on time and pupils enjoy attending. They are happy and safe. Parents are overwhelmingly positive about the quality of education their children receive.

School is a calm, well-ordered environment. Pupils are exceptionally well-behaved and show high levels of self-control. They are polite, courteous and respectful of their peers and adults. Leaders ensure that there is a fair and consistent approach to supporting pupils' good behaviour and the school's values. For example, rewards for good behaviour and for demonstrating that the school's values are consistently applied. Pupils are highly motivated and demonstrate positive attitudes to learning. Leaders deal with rare incidents of poor behaviour or bullying swiftly and effectively. Leaders make sure that any pupil who struggles to behave well is well supported to be successful in their education.

Pupils have a vast range of opportunities to broaden their horizons. Visits and trips deepen learning. Clubs, such as robotics club and British Sign Language club, as well as opportunities to learn ballet and tennis, allow pupils to develop their talents and interests.

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

Leaders are highly ambitious for all pupils. They provide an exceptional curriculum that is clearly planned and sequenced right from the start. Teachers are highly skilled and teach the curriculum consistently well. Work given to pupils meets the high standards set in the curriculum by leaders. Leaders make sure that teachers have resources that interest pupils, such as the art studio and outdoor gym. Teachers are meticulous in checking how well pupils are learning the curriculum in lessons and over time. They clarify any misconceptions and swiftly address any gaps in learning. Leaders regularly check on how well pupils know and remember the curriculum. As a result, pupils learn the curriculum very well and achieve highly.

Leaders prioritise reading. They make sure that staff are well-trained and highly skilled to teach reading consistently well. Phonics is extremely well taught. Leaders apply best practice from an American university to teach phonics to deaf pupils. This is highly effective. Pupils practise reading books that match the sounds they are learning. Pupils who fall behind are quickly identified and well supported to catch up. Pupils develop a love of reading through activities such as 'cosy reads,' the 'reading caravan' and Valentine's Day book gifts. Pupils learn to read with confidence, accuracy and fluency.

The youngest children settle well to school life. This is because routines are well established and staff know children well. Staff are highly skilled and carefully plan

rich and varied activities and experiences. Children write words and simple sentences with increasing accuracy and fluency. During 'tick and fix time' children check and correct their work. Children negotiate and take turns when riding trikes outdoors. They select materials and resources independently. Children are extremely well-prepared for the next stage of their learning.

Leaders are highly effective in their work to ensure all pupils with special educational needs and/or disabilities (SEND) are successful in school. They make sure that their needs are identified and met swiftly. Highly skilled and competent staff consistently support pupils with SEND to work effectively in classrooms alongside their peers. Strong engagement with external agencies means that swift, timely support is put in place for those that need it. Pupils with SEND achieve exceptionally well.

Leaders have developed an excellent personal development offer. Opportunities to work with an artist and a horticultural expert deepen learning. Pupils identify a personal talent, including climbing, playing a musical instrument or sign language. 'Percy Cup' football competitions, table tennis league and 'Percy TV' excite pupils. They help pupils to learn to be resilient, to collaborate and to aim high. Pupils learn about democracy by voting for class reading books and visiting the Houses of Parliament. They learn about individual liberty through the school's rights respecting work. Pupils learn about different religions, such as Sikhism, Judaism and Islam. They visit places of worship, including a mosque, gurdwara and temple. This helps pupils to recognise and respect difference. Pupils are exceptionally well prepared for life in modern Britain.

Leaders are highly effective. They undertake rigorous checks on all aspects of the school's work. Staff are extremely positive about the support and 'nurture' from leaders to manage their workload and well-being. They are full of enthusiasm about the school and say it is a 'happy place to work'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise pupils' safety and welfare. They make sure that all staff undertake rigorous vetting checks prior to working at the school.

Leaders make sure that staff are trained to identify and report any safeguarding concerns. They respond swiftly to any concerns staff raise so that any child in need of help gets the support they need.

Pupils learn about healthy and safe relationships. Leaders make sure that pupils learn about risks and how to act if they feel unsafe. Pupils know how to keep safe online and when out in the community.

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	138410
Local authority	Birmingham
Inspection number	10256863
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	457
Appropriate authority	Board of trustees
Chair	David Hall
Principal	Sharon Burke
Website	percyshurmeracademy.org
Dates of previous inspection	10 and 11 March 2020, under section 8 of the Education Act 2005

Information about this school

- The school has an on-site resource base which caters for Deaf pupils.
- The school runs a breakfast club for pupils.
- The school does not use alternative provision.
- The school is part of the Academies Enterprise Trust.
- The school provides a breakfast club.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: art, early reading, history, mathematics and science. For each deep dive, the inspector 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 observed pupils reading to a familiar adult. Inspectors reviewed reading resources.
- Inspectors reviewed a range of documentation on the school's website.
- Inspectors scrutinised the school's safeguarding arrangements. This included examining the record of employment checks on school staff.
- Inspectors observed pupils' behaviour in lessons and at other times during the day.
- Inspectors held meetings with the principal, deputy headteachers, assistant headteachers, the special educational needs coordinator, the designated safeguarding leader, curriculum leaders and representatives of Academies Enterprise Trust.
- The inspectors took account of responses to Ofsted Parent View and staff surveys.

Inspection team

Lorraine Lord, lead inspector	Ofsted inspector
Lisa Buffery	Ofsted Inspector
David Lisowski	Ofsted Inspector

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