

Inspection of Brindley Heath Junior School Academy

Enville Road, Kinver, Stourbridge, Staffordshire DY7 6AA

Inspection dates: 20 and 21 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Through their work and relationships with others, pupils aspire to 'be Brindley'. Staff are caring and compassionate and help pupils to be their best. The school's values are known, understood and shared by all. Bullying is rare and staff deal with issues if it happens. Pupils are welcomed to the school as individuals, differences are celebrated and pupils are nurtured to be themselves.

Pupils have very positive attitudes, and this is reflected by their exemplary behaviour. They are determined to do their best, and teachers encourage them to achieve this. Pupils enjoy being challenged. They achieve well and they are proud of their achievements. Leaders monitor pupils' behaviour carefully and take the right action to prevent bullying.

The school is a strong community. Leaders have carefully developed the curriculum so that pupils learn about the world outside of their village. Leaders also ensure that the curriculum is delivered as intended. The curriculum is enhanced by a range of visits and visitors and is enriched by high-quality resources. Pupils enjoy the responsibility of leading assemblies in their own and other schools. They share the manner and message of how to be a respectful, well-behaved learner. A strong team spirit has enabled the school to flourish.

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

Leaders set and achieve an ambitious vision for pupils to achieve well. They have identified what pupils will learn and have considered how to promote positive attitudes through their 'secrets to success'. Leaders have been effective in making sure that new learning builds on the knowledge that pupils have already gained.

Teachers ensure that pupils have regular opportunities to practise their developing knowledge. They know that each stage needs nurturing so that 'little acorns can grow into mighty oaks'. For pupils with special educational needs and/or disabilities (SEND), effective systems enable staff to identify those who need help. Staff adapt the curriculum to provide support. These adaptations are particularly successful in helping pupils to progress in English and mathematics. However, these adaptations are sometimes less successful in a few subjects. This is because the work provided does not build on what pupils already know.

Leaders have placed a priority on ensuring that pupils learn to read. Leaders know which pupils have gaps in their understanding and provide extra help that enables these pupils to catch up. Pupils are encouraged to develop good reading habits. Staff read to them regularly. Visits from authors and investment in high-quality books develops a love of books across the school. Pupils develop into confident and fluent readers. Pupils use their knowledge from reading to become accomplished writers.

Staff are adept at identifying pupils' needs quickly. Teachers make regular checks on what pupils are learning and make changes to lessons where this is necessary. This helps pupils to achieve what leaders intend.

Staff have supported pupils to develop exceptionally positive attitudes to learning. Pupils are incredibly polite and respectful and take care of one another. The pupils' council has worked with leaders to help pupils behave well in lessons. This work has been highly successful. Pupils are extremely well motivated and present their work with tremendous pride. Pupils respond well to the rewards that can be earned, such as time with 'Pip' the school dog.

Leaders care about pupils' well-being. They have developed a curriculum that enables pupils to learn about keeping healthy and staying safe in the online and offline world. Pupils learn about different cultures, faiths and beliefs. Teachers have ensured that the curriculum includes a range of visits that supports pupils' learning. Pupils welcome the opportunities for sport and music. However, pupils and parents also told inspectors that the range of clubs and activities outside lessons is quite limited and does not fully develop pupils' talents and interests.

Leaders have ensured that teachers receive regular training. Teachers value the work of leaders to ensure that their time is well managed. Those responsible for governance hold leaders to account effectively. The work of the Manor Multi Academy Trust (MAT) has supported leaders well to secure improvements to the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there are robust systems to keep pupils safe. All staff receive and act on training to protect pupils from the risk of harm. Where there are concerns, leaders act swiftly and take the right actions. Pupils know who they can go to if they have concerns. The pupil e-safety team leads assemblies to remind other pupils about the safe use of technology.

Leaders have ensured that the right checks are made when new staff are appointed. Record-keeping is detailed, and governors make regular checks on school systems to assure themselves that procedures are followed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- For some pupils with SEND the adaptations made by staff to lessons in a few subjects do not provide enough support to enable these pupils to access learning. As a result, some pupils' learning is hindered. Leaders need to support staff to

adapt the implementation of the curriculum so that pupils' learning builds on what they already know.

- The extra-curricular opportunities for pupils provided by the school are limited. This means that pupils do not have an opportunity outside of lessons to nurture their talents and interests more fully. Leaders should work to provide for a wider range of extra-curricular opportunities for pupils.

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	146609
Local authority	Staffordshire
Inspection number	10285053
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	Board of trustees
Chair of governing body	Ian Rumble
Headteacher	Jimmy Martin
Website	www.brindleyacademy.com
Date of previous inspection	Not previously inspected

Information about this school

- The school does not currently use alternative provision.
- There is breakfast- and after-school childcare run by the school.
- The school joined Manor MAT in April 2019.

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. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with governors and trustees, the CEO, headteacher, subject leaders, teachers and pupils. They also talked informally to pupils and staff to gather information about school life.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and religious 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 in science and personal, social and health education.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors reviewed a range of documents. This included information about pupils' behaviour, attendance, the school's curriculum and improvement planning. Inspectors considered a range of information that was available on the school's website.
- Inspectors talked to staff and leaders about safeguarding arrangements. They considered how leaders make employment checks on staff and scrutinised further safeguarding records. They also looked at how incidents that are reported by pupils are recorded and analysed.
- Inspectors observed informal times of the day to evaluate safeguarding and pupils' behaviour.

Inspection team

John Rowe, lead inspector

Ofsted Inspector

Sarah Steer

Ofsted Inspector

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