

Inspection of The Shirestone Academy

Shirestone Road, Tile Cross, Birmingham, West Midlands B33 0DH

Inspection dates: 6 and 7 December 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

Outstanding

The principal of this school is Nadeem Bashir. This school is part of The Elliot Foundation Academies Trust which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Hugh Greenway, and overseen by a board of trustees, chaired by Tim Coulson CBE.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since 1 and 2 May 2014.

What is it like to attend this school?

Pupils, their parents and carers, and school staff talk about being part of 'one big family' at Shirestone Academy. Parents speak positively about the care and support their children receive at school.

Pupils are happy, feel safe and simply love coming to school. There is a real buzz about learning here. Pupils work hard and achieve very well across the curriculum. All pupils benefit from the rich variety of opportunities the school gives to them.

There is much pride in the school among its pupils. They say they are cared for, listened to and recognised as individuals. They welcome visitors to school warmly and love to talk about everything they are doing. The school is helping them to become secure, confident, resilient learners who are active members of this vibrant school community.

Relationships between pupils and staff at this school are exceptional and contribute to the warm, caring culture. Pupils are kind, respectful and supportive of one another. The school sets high expectations of pupils' behaviour. Behaviour that falls short of these expectations or that disrupts learning is rare. Pupils say that if they behave poorly, adults sensitively help them to improve.

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

The school has designed and implemented an exciting, ambitious curriculum. Leaders have been meticulous in ensuring that the curriculum in all subjects is just right for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils are taught to become resilient in their learning from a young age. In lessons, it stands out that pupils are always willing to 'give it a go' and they show perseverance when things get difficult. This is because pupils know that mistakes are a part of learning and that adults will help them overcome any obstacles. Pupils' attitudes to learning are exemplary.

Staff are extremely well supported by leaders. The school gives help and training to teachers so that they know how best to deliver the curriculum to engage and inspire pupils. Teachers teach the right things, at the right time, in the right way. They have high aspirations for pupils. Pupils achieve well across the curriculum, particularly excelling in mathematics and English.

Children get off to a flying start in Nursery and Reception. They quickly become settled into the routines and expectations of school and always have smiles on their faces. Staff are experts in helping children build their social and emotional skills. Communication and language are priorities from the start. Adults spend their time talking with children and have an intrinsic understanding of how best to encourage children to join in.

Pupils quickly grasp an understanding of how to use phonics to help them read because of how well adults guide them. Staff spot pupils who fall behind or are struggling with any aspect of reading. They put support in place quickly, which prevents pupils from falling further behind.

As pupils become independent readers, they enjoy reading and achieve exceptionally well. They are inspired by the books that adults read to them. Teachers choose books carefully and these often fit seamlessly with learning in other subjects. For instance, pupils were keen to explain that they had enjoyed a book set during wartime because of how much they knew from their history topic. They choose books to read because of the recommendations that teachers and friends make.

Pupils learn about becoming active citizens who play their part in society. Whether it is raising money for local charities, becoming house captains or organising playtime equipment for others, pupils also make an active contribution to school life. They always ask others how they are and wish them a happy day. Pupils know about the importance of respecting others and recognising discrimination related to people's differences including race, religion and gender. Pupils also understand how to stay safe in the real world and online.

The school is at the heart of the community. It has been successful in engaging parents to be active and valued partners in their children's education. Events held at school, such as the family craft sessions, are well attended and demonstrate the positive relationships that exist between the school and the families it serves.

The trust is effective in supporting the school to continually reflect on how well it provides for pupils. The trust, the community council and the school share a strong vision, ethos and purpose. Leaders at all levels make ongoing checks on the school's performance to ensure that the school moves forward.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138425
Local authority	Birmingham
Inspection number	10300867
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	Board of trustees
Chair of trust	Tim Coulson CBE
Principal	Nadeem Bashir
Website	www.shirestone.org
Dates of previous inspection	1 and 2 May 2014 under section 5 of the Education Act 2005

Information about this school

- The school is part of The Elliot Foundation Academies Trust.
- There has been a change of principal since the last inspection.
- The school does not make use of any alternative provision.
- The school offers childcare before school. This is managed by the school.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors carried out deep dives in these subjects: reading, mathematics, geography and design and technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- An inspector held meetings with the principal and those responsible for governance.
- Inspectors observed pupils' behaviour in lessons at different times of the day and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- Inspectors considered responses to Ofsted Parent View, including parents' free-text responses. Inspectors also took account of responses to Ofsted's staff and pupil surveys.
- The lead inspector reviewed a range of documents, including school improvement plans. They also reviewed the school's website.
- An inspector spoke to parents at the school gate.

Inspection team

Gareth Morgan, lead inspector	His Majesty's Inspector
Rob Hackfath	His Majesty's Inspector

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