

Inspection of a good school: Ark Tindal Primary Academy

Tindal Street, Balsall Heath, Birmingham, West Midlands B12 9QS

Inspection dates:

5 and 6 March 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Hayley Francis. This school is part of Ark Schools, a multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Lucy Heller, and overseen by a board of trustees, chaired by Sir Paul Marshall. There is also a regional director, Gail Peyton, who is responsible for this school.

What is it like to attend this school?

This school has a warm and welcoming atmosphere. The school's expectations for pupils' behaviour and achievement are extremely high. Pupils rise to meet these expectations. All pupils benefit from the aspirational curriculum, enriched with purposeful and relevant experiences. Staff are driven by a shared ambition for all pupils to be able to speak eloquently and become self-assured learners.

The school's values of 'ambition, resilience and respect' permeate all aspects of school life. Pupils behave exceptionally well in lessons and during social times. They demonstrate high levels of respect, kindness and empathy towards one another. Pupils display very positive attitudes to their learning.

Pupils enjoy coming to school and attend well. They typically say, 'nobody gets left behind'. They are encouraged to celebrate their own and others' achievements, which helps them to grow in confidence.

Pupils excel in their various leadership roles. They also love spending time with Phoebe, the much-loved dog, as well as Tango the tortoise and the chickens that live in the science garden.

Pupils feel safe at school. Incidents of bullying are rare and dealt with quickly. Pupils are very knowledgeable about risks to their safety when online. They know when and how to seek help if they feel worried or upset.

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

The school has developed an aspirational curriculum that is designed meticulously to meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND). Staff identify the key knowledge that they want pupils to know. Teachers design learning activities that skilfully build on what pupils already know. Teachers pay close attention to identifying and remedying any gaps in knowledge that pupils may have.

Staff create an environment where every pupil receives the academic and pastoral support they need to thrive. This begins from the moment children start in Nursery. This ensures that pupils have the best possible chance to succeed. Pupils achieve highly, which is reflected in the published outcomes and the way pupils express clearly what they know and remember.

Reading sits at the heart of the curriculum. The school excels in making sure that pupils become confident and fluent readers. Beginning in the early years, staff deliver the phonics programme with expertise and precision. The books that pupils read are matched carefully to the sounds that they know. The school puts timely and effective additional support in place for pupils who need it. Pupils love to read the range of books that are available from the library. These books reflect their interests and the diversity of the school.

The mathematics curriculum is equally ambitious. This begins in the early years, where staff expertly support children to understand number and shape. Teachers present information clearly and model examples. This helps pupils to understand what they need to do to be successful. Teachers use appropriate questioning to ensure that pupils' knowledge builds over time.

The school has designed the wider curriculum to enable pupils to make links with their learning. For example, pupils describe the distinctive styles of art that they have studied and the techniques used, as well as explaining the historical context for each period of art. This ensures that there is real depth to pupils' learning and understanding.

Staff quickly identify and successfully meet the needs of pupils with SEND. Staff are highly trained and knowledgeable. This shows in the way they carefully adapt activities and guide pupils to learn the same curriculum as their peers. There is a strong culture of inclusion.

The school's programme for pupils' personal development is highly effective and woven through all aspects of the curriculum. The school promotes positive mental health and offers help to those in need. One of the school's many strengths is how it empowers pupils to be effective advocates for themselves and others. To support character development, each class is named after a virtue, for example, empathy, courage and gratitude. Pupils in each class are ambassadors for their virtue so that they can learn from each other. There is a culture of inclusion and respect for different world views that permeates the school.

Parents and carers are typically fulsome in their praise for the school. Many commented on the dedicated staff, family feel and high-quality pastoral care.

There is a strong culture of teamwork across the school. Ongoing staff development is prioritised. Staff feel valued and appreciated. The trust and those responsible for governance have a thorough understanding of the school. Leaders at all levels constantly seek ways to refine the school's offer in their unwavering commitment to providing the best education for all.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2014.

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	138397
Local authority	Birmingham
Inspection number	10294582
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	443
Appropriate authority	Board of trustees
Chair of trust	Sir Paul Marshall
Headteacher	Hayley Francis
Website	www.arktindalprimary.org
Date of previous inspection	6 June 2018, under section 8 of the Education Act 2005

Information about this school

- The school became a member of Ark Schools, a multi-academy trust, in January 2015.
- The school does not make use of any alternative provision for pupils.

Information about this inspection

The inspector carried out this ungraded inspection under section 8 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and senior leaders.

- The inspector met with representatives from the local governing board and the regional director from the trust.
- The inspector carried out deep dives in these subjects: early reading, mathematics and art and design. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.
- The inspector listened to pupils read to a familiar adult.
- The inspector considered a range of documents, including the school's self-evaluation and improvement plans. Minutes of governing body meetings were also scrutinised.
- The inspector looked at records of pupils' attendance and behaviour. They observed pupils' behaviour in lessons and around school and talked to them about behaviour, bullying and welfare.
- To evaluate the effectiveness of safeguarding, the inspector 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.
- The inspector talked to parents at the start of the school day and considered the Ofsted Parent View survey and free-text comments. The inspector also reviewed the responses to the staff survey and gathered the views of staff and pupils through discussion.

Inspection team

Cathy Young, lead inspector

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024