

Inspection of a good school: Slade Primary School

Slade Road, Erdington, Birmingham, West Midlands B23 7PX

Inspection dates: 21 and 22 May 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 Danny Jones. This school is part of The Arthur Terry Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Richard Gill, and overseen by a board of trustees, chaired by John Vickers.

What is it like to attend this school?

Pupils are extremely happy at Slade Primary School. They know staff care about them, and they care about the staff and each other. As one pupil said, 'This is the best school ever; teachers are great.'

The school is highly ambitious for all its pupils, including those with special educational needs and/or disabilities (SEND). The school relentlessly seeks out opportunities to give pupils experiences that will raise their expectations of life and their ambitions. From the moment a child joins Nursery or Reception, they enjoy a colourful, purposeful environment that is language-rich and full of wonderful learning possibilities. This continues throughout their time in school.

Pupils' behaviour in lessons, from the youngest children to the oldest, is exemplary. Pupils want to learn, and staff want them to achieve highly, regardless of individual pupils' starting points. Pupils meet these high expectations. At breaktimes, pupils play happily together. They feel safe and are safe. Pupils confidently talk about the trusted adults they can speak to if feeling worried or sad. Staff deal with any issues swiftly and effectively.

Pupils, parents, carers and staff are overwhelmingly positive about the school and all that it does.

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

The school has created a highly ambitious, cohesive, successful curriculum. The consistency of approach across subjects and for all pupils is exemplary. The school has identified what pupils need to know and be able to do to be successful in lessons and the future. As a result, pupils make strong progress in all subjects. The school has ensured that the teaching and development of pupils' vocabulary and language skills are paramount. Staff's modelling of how to explain reasoning and understanding is highly effective. Pupils listen intently in lessons. They respond to questions clearly. Staff further question to challenge and deepen pupils' knowledge. Phrases such as: 'How do you know?' or 'Tell me more,' feature consistently. As a result, pupils become articulate and confident; they enjoy explaining their learning.

Pupils take pride in their beautifully presented work. The school sets high standards for presentation and handwriting. Pupils understand that learning is important and are proud of their achievements.

The school has designed a curriculum that builds on past learning, making links between subjects and new learning. It develops pupils' knowledge of local, city and global opportunities and issues. Retrieval and assessment practices are well established. Staff quickly identify any misconceptions or gaps in learning pupils may have. They address these issues swiftly. The school ensures that subject planning is consistent. Staff have the flexibility to revisit or reteach areas, to ensure pupils securely learn more over time. Most-capable pupils receive challenges, which they relish.

Pupils with SEND participate fully in all aspects of school life. The school quickly identifies pupils' needs and gives effective support. Staff make successful adaptations to learning. Pupils with SEND access the curriculum fully and enjoy learning alongside their classmates. Pupils with complex needs have well-structured plans and support. Consequently, pupils with SEND make at least good progress.

A love of reading is a key priority for the school. Special reading areas, the school library, reading sheds on the playground and the cosy reading nook encourage pupils to read widely. Books cover all the subjects taught in school and more: women's rights, Black and Asian history, Shakespeare and careers. Staff are well trained to teach phonics and early reading. Assessments swiftly identify pupils' abilities, and those who need extra support receive it quickly. As a result, pupils learn to read well, with fluency, expression and understanding.

The school's knowledge of their pupils and families, and the circumstances in which they may live, is extensive. Staff offer support in a proactive, sensitive way. Relationships are strong.

The school's approach to pupils' personal development is exemplary. There are a vast number of clubs: choir, chess, art, cookery, French club and coding club, to name a few. Visits and visitors, including residential trips, are many, and the school ensures that all can and do participate. Pupils can apply to be house captains, members of the school council

or eco-council, Rights Respecting Ambassadors or playground friends. Pupils value these opportunities and know they can make a difference.

Members of the trust and local advocates offer support and challenge and celebrate the school's activities.

Members of this school welcome and value everyone. They act tirelessly together to create a harmonious family. As a result, pupils thrive and learn to become caring members of society.

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 first ungraded inspection since we judged the school to be good in December 2018.

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	138590
Local authority	Birmingham
Inspection number	10322837
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	450
Appropriate authority	Board of trustees
Chair of trust	John Vickers
CEO of the trust	Richard Gill
Headteacher	Danny Jones
Website	https://slade.bham.sch.uk
Dates of previous inspection	5 and 6 December 2018, under section 5 of the Education Act 2005

Information about this school

- The school runs a breakfast club and an after-school club.
- The school does not use any alternative provision.
- The headteacher was appointed in October 2023.
- The school has achieved the silver Rights Respecting School Award.

Information about this inspection

- 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.
- During the inspection, the inspector carried out deep dives into these subjects: early reading, mathematics and history. 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 samples of pupils' work. The inspector also discussed the curriculum in some other subjects and looked at samples of pupils' work.

- The inspector listened to pupils read to a familiar adult.
- The inspector held meetings with the headteacher, the trust's strategic lead (south hub) other senior leaders, the special educational needs coordinator, members of staff and pupils. The inspector also had a video call with the CEO of the trust.
- The inspector met with the vice-chair of the trustees, the director of education of the trust and the community advocate of the school.
- The inspector observed pupils' behaviour during lessons, around the school and at breaktimes. The inspector spoke to pupils about pupils' behaviour.
- 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 reviewed a wide range of documents, including the school's self-evaluation and improvement plans and information on the school's website.
- The inspector considered responses to Ofsted Parent View, including parents' free-text responses. The inspector also took account of responses to Ofsted's staff and pupils surveys.

Inspection team

Tina Willmott, lead inspector

Ofsted Inspector

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