

Inspection of a school judged good for overall effectiveness before September 2024: Ninestiles, an Academy

Hartfield Crescent, Acocks Green, Birmingham, West Midlands B27 7QG

Inspection dates:

19 and 20 November 2024

Outcome

Ninestiles, an Academy has taken effective action to maintain the standards identified at the previous inspection.

The principal of this school is Alex Hughes. The school is part of the Summit Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Vince Green, and is overseen by a board of trustees, chaired by Karen Crowston. There is also an executive principal, Abid Butt, who is responsible for this school and two others.

What is it like to attend this school?

Pupils are happy to learn here. They value the way that staff prioritise their well-being. Pupils feel confident to share any concerns that arise. They know staff will listen and act, if necessary. This supportive approach helps pupils to feel safe.

Pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), follow a clear and well-designed curriculum. The school has high expectations of pupils' achievement, which most pupils meet. For instance, an increasing number of pupils enjoyed GCSE successes last summer. The proportion of Year 11 pupils who completed the English Baccalaureate (EBacc) also rose sharply.

Behaviour is calm and purposeful. Pupils follow the school's clear routines and respect its high standards. When disagreements occur, staff are swift to resolve them. This helps pupils to reflect and grow. As a result, pupils build resilience and form positive relationships. This motivates them to be active and caring citizens.

Pupils enjoy a range of extra-curricular activities. These include mindfulness, Japanese and archery. These opportunities broaden their horizons and help build character. In tutorials, pupils learn about topics including the 'rule of law'. They discuss relevant issues, such as vaping and clean air zones. These experiences deepen pupils' understanding of community values. This prepares them well for life in modern Britain.

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

The school has designed a suitably broad and ambitious curriculum. Its academic core ensures pupils study the full key stage 3 national curriculum and a broad range of GCSEs during key stage 4. This well-structured academic pathway is bearing fruit. Pupils' entries for the EBacc have more than doubled since the last inspection. Pupils, including those in the specially resourced provision for pupils with SEND, are increasingly well prepared for their next stage of education, employment or training.

Teachers use their expert subject knowledge to deliver the intended curriculum with precision. They sequence content well and revisit key knowledge to deepen pupils' understanding. For example, in mathematics, pupils use their knowledge of averages to master advanced concepts, such as standard deviation. This considered approach ensures pupils can tackle more complex problems with confidence.

Teachers carefully question pupils to address misconceptions straight away. This ensures pupils consolidate learning before moving to new content. This way, most pupils build knowledge and skills securely. On occasion, a few pupils lose focus when activities are not aligned with curriculum aims. This limits these pupils' progress.

The school clearly identifies the needs of pupils with SEND. Specialist teachers provide precise support for pupils with education, health and care (EHC) plans in the specially resourced provision. They use this information to make necessary adjustments that help them to thrive. These teachers also coach staff across the school to adapt tasks for every pupil with SEND. This tailored approach broadens these pupils' knowledge of the intended curriculum. As a result, they grow in confidence and achieve well alongside their peers.

Pupils throughout the school enjoy reading. Those who struggle to read receive expert interventions. This support helps them to read with fluency and confidence. Consequently, these pupils read widely, often and for pleasure.

Pupils behave well because the school's behaviour systems are effective. Few pupils disrupt learning. When they do, staff work well to re-engage them. This has reduced fixed-term exclusions by half. Nonetheless, the school knows that suspension rates remain high. It has firm plans to address this.

Pupils' attendance has improved because staff follow up on absences straight away. Tutors build on this by teaching pupils why full attendance matters in future life. Local employers reinforce this message during careers talks. As a result, pupils value attending school daily. These, and other career-based encounters, prepare pupils well for their next steps.

Pupils follow a strong personal development offer. They are ably prepared for life in modern Britain. Pupils learn skills of self-management and teamwork. For instance, they learn to stay safe online and organise 'walk to school' weeks together. These experiences broaden pupils' horizons. They get to experience foods, art and music from different cultures across Birmingham. These opportunities deepen their appreciation of diversity.

Staff appreciate the school's concern for their workload and well-being. Staff feel valued. Trustees' and trust leaders' thorough scrutiny of the school's work provides strong accountability. They have an accurate understanding of the school's strengths and priorities.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- When lesson tasks are not aligned closely enough with the curriculum's aims, some pupils occasionally become distracted and disengaged from the intended activity. As a result, these pupils do not remember as much as they could. The school should ensure that teachers receive support to deliver the curriculum's goals effectively for these pupils.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in December 2019.

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	136406
Local authority	Birmingham
Inspection number	10371384
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,491
Appropriate authority	Board of trustees
Chair of trust	Karen Crowston
CEO of the trust	Vince Green
Principal	Alex Hughes
Website	www.ninestiles.org.uk
Dates of previous inspection	3 and 4 December 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Summit Learning Trust.
- The school has a specially resourced provision for pupils with SEND. Pupils' primary need is cognition and learning. The provision is full to its capacity of 45 pupils, taking nine pupils in each year from Years 7 to 11. All pupils have an EHC plan and access the majority of their learning in this provision.
- The school currently uses seven registered alternative provisions to support the education of some pupils. The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time evaluation 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.
- The inspectors held meetings with the principal, senior leaders, other staff and pupils. Inspectors also met with trust leaders, including the CEO, the deputy CEO and the executive principal.
- The lead inspector met with the chair of trustees, a trustee and the chair of the local board of governors.
- The inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors examined a range of documentation provided by the school, including leaders' self-evaluation and improvement plans.
- The inspectors considered the responses to Ofsted's online survey, Ofsted Parent View. They also took into consideration the responses to the confidential staff and pupil surveys, as well as speaking to staff and pupils throughout this inspection.

Inspection team

Antony Edkins, lead inspector	Ofsted Inspector
Mark Fenton	Ofsted Inspector
Sarah Steer	Ofsted 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