

E-ACT North Birmingham Academy

Address: 395 College Road, Erdington, Birmingham, West Midlands, B44 0HF

Unique reference number (URN): 136032

Inspection report: 3 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Exceptional

Attendance and behaviour

Exceptional 

Staff know pupils extremely well. Because of this, staff support pupils very effectively whenever there is a problem. Attendance is very high when compared with the national average for all pupils. Post-16 students attend equally well. The school has sustained these exceptional standards of attendance over time. When the attendance of any pupil slips a little, leaders provide swift and effective support. The school is already sharing its trailblazing strategies to support high attendance with other providers.

Suspensions are very low. Pupils meet the school's very high behaviour expectations consistently. Records show that bullying and other prejudicial behaviour are rare, and pupils agree that this is the case. Lessons are not disrupted by poor behaviour. When moving around the school during social times and between lessons, pupils are consistently calm and orderly. They flourish in the positive environment that this great behaviour creates.

The school's culture is highly inclusive. Pupils' strong sense of belonging can be seen across the school. Many pupils have, in the past, faced barriers to fitting in or behaving positively. The school's exceptional work in this area means that there are many success stories of pupils who are now deeply engaged and thriving in school.

Strong standard

Curriculum and teaching

Strong standard 

Leaders have ensured that the planned curriculum reflects the national curriculum. It is broad and ambitious for everyone. The school uses assessment consistently and effectively, taking action as soon as pupils fall a little behind. This leads to pupils experiencing a well-planned curriculum that helps them to catch up and keep up. For example, if pupils arrive in Year 7 with gaps in their mathematical knowledge, teachers review the primary school curriculum with these pupils so that they can catch up with their peers.

The quality of teaching is consistently effective. Teachers have strong subject knowledge. They explain things clearly to pupils and model how to get things right. They know when the content of a lesson might be tricky and adapt their teaching to help pupils understand. Teachers keep a watchful eye on whether pupils understand the things they are learning and resolve any misconceptions as soon as they occur.

The school has an appropriate and well-embedded programme to improve reading for all pupils, but especially for those who struggle the most. Leaders identify particular barriers to reading and address them effectively so that all pupils become confident readers.

Inclusion

Strong standard 

The school's work around inclusion is of a high quality. Leaders identify pupils' needs quickly. Their actions to reduce barriers to vulnerable pupils' learning are comprehensive

and effective. They make sure that these pupils get suitable support, provided either by the school or by external organisations. For example, pupils who have complex needs but do not have education, health and care (EHC) plans benefit from the same targeted, monitored and adapted approaches as those with EHC plans. Pupils who are looked after have the precise support they need to settle well and take a full part in school life.

Teachers use information they have about pupils' needs effectively. This makes sure that pupils with additional needs or vulnerabilities make strong progress from their starting points. This is consistent across the school. Leaders work diligently with families and other professionals and agencies so that any interventions help these pupils to thrive in school.

Leaders' use of pupil premium funding to support pupils who are disadvantaged is impressive. They monitor the performance of pupils who are disadvantaged carefully. Any of these pupils who fall behind receive targeted and effective interventions. As a result, disadvantaged pupils' attainment is significantly above the national average.

Leadership and governance

Strong standard ●

In the past 3 years, the school has improved considerably. Leaders have an accurate view of the school's strengths and areas for improvement. They make swift and effective changes when needed. They work tirelessly in the best interests of pupils. This is demonstrated through the sophisticated systems in place to identify pupils' needs. It is also seen in the consistency of the quality of teaching and the exceptional relationships between all members of the school community. This creates firm foundations for future success.

Staff in this school feel enthused, empowered, respected and valued. The vast majority strongly agree that the school is well led and managed. They value leaders' transparency, clear communication and effective organisation. The vast majority of staff feel that their workload is taken into account and that it is manageable.

The school has a comprehensive programme for the professional development of staff. The strategy behind the programme is clear, covering different career stages. The professional learning that staff complete has a positive impact on the school. Leaders at all levels prioritise accurately, improve things quickly and manage change carefully.

Trust leaders and those responsible for governance also have an accurate view of what is working well and where improvements are needed. Trustees ensure that resources are readily available so that the school can keep developing.

Personal development and wellbeing

Strong standard ●

The positive impact of the school's work to support pupils' personal development is tangible in this school. Staff have high expectations that pupils will be kind to each other. The school actively teaches and reinforces fundamental British values. Across all subjects, leaders have identified lots of occasions when pupils can reflect on their beliefs, think about life in modern Britain and become better informed about world events. The personal development programme also supports pupils to learn about healthy relationships and how to keep themselves safe, both online and offline.

The wide range of enrichment activities also supports pupils' personal development. For example, pupils take part in charity days and culture days and enjoy opportunities to lead. These activities are particularly effective in supporting the personal development of disadvantaged pupils.

The school's work to prepare pupils for future careers is very effective. It is planned carefully so that, in every year group, pupils meet a range of employers and learn about the world of work. A growing number of pupils take part in work experience outside of school. Others engage with the in-school programme to give them a realistic experience of teamwork, problem-solving and real-life business issues. The school runs an appropriate programme of visits from, and to, a range of different local education providers. This helps pupils make informed choices about life after school. Pupils who need extra support to decide what they want to do when they leave school get the advice and experiences that they need.

Leaders make sure that pupils can engage with a huge variety of extra-curricular activities. Many of the activities are led by pupils themselves. At social times, lots of pupils use the school's facilities for their own projects. For example, they form bands, practise musical instruments and hold board game tournaments. When some pupils struggle to get involved, leaders seek their views and help them to form new clubs and activities. There is something for everyone.

Expected standard

Achievement

Expected standard 

The rapid improvements to all parts of the school mean that pupils' achievement is now more consistent across different subjects and groups of pupils. In most subjects, pupils achieve consistently well when comparing their performance in national examinations to others nationally. However, in a few subjects, their achievement continues to be more variable. Overall, pupils are well prepared for their next steps.

Disadvantaged pupils achieve very well and have done so over time, across a wide range of subjects.

In the past, the achievement of some groups of pupils was mixed, including in mathematics. However, all pupils now typically make positive progress from their starting points. This can be seen through how well pupils respond to teachers' questions and in the quality of pupils' work across the curriculum. As a result of the school's precise system of assessment, pupils who fall a little behind in any subject catch up quickly.

Post 16 provision

Expected standard 

Published data shows that, in the past, students' achievement in the post-16 provision was weak. Some time ago, leaders identified that the post-16 curriculum was not appropriate. They changed the curriculum and current students are benefiting from this improvement. Now, leaders make sure that the post-16 programmes offered by the school are matched closely to students' needs and aspirations. As a result, students now generally achieve well

from their starting points. They gain the qualifications that they need to go on to positive next steps. Each year, most students secure a place at university.

Leaders provide a full and appropriate set of wider experiences for post-16 students. This includes high-quality careers advice, a range of trips to higher education providers and guest speakers to broaden students' knowledge of what they might do next. The school arranges opportunities for students to play a key role in the wider community. Many students take part in planning for local services and provide the 'youth voice' in the local constituency. Post-16 students are role models for younger pupils in school.

What it's like to be a pupil at this school

E-ACT North Birmingham Academy is a warm and welcoming place that is abuzz with positivity. Pupils enjoy coming to school, as do their teachers. Pupils are dedicated to their education and all enjoy a wide range of activities beyond the classroom. They show their dedication through their very high levels of attendance and punctuality and their excellent attitudes to school. Pupils value how everyone treats them with respect and they readily meet the school's very high expectations of their conduct. Pupils respond to this by consistently striving for success and displaying the school's values of 'nothing but the best, be kind and aim high'. During their time in the school, pupils gain confidence and are well prepared to take an active part in their communities. Students in the post-16 provision are similarly well prepared. Most choose to go on to university to continue their studies.

Pupils have seen rapid and sustained improvements in the school. They appreciate how leaders have developed a consistently positive culture. As a result of this culture, and the school's effective work to support pupils pastorally, pupils feel safe in school. Pupils actively support one another to feel a part of the school community. Improvements in teaching mean that, typically, pupils achieve well. This is especially the case for disadvantaged pupils and pupils with special educational needs and/or disabilities. These pupils benefit from learning that meets their particular needs, and they often achieve very well. Changes to the post-16 curriculum mean that students' achievement is improving and they are well prepared for their next steps.

Next steps

- Leaders should continue their effective work to further raise the achievement of pupils and post-16 students.

About this inspection

This school is part of E-ACT, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Tom Campbell, and overseen by a board of trustees, chaired by Lord Jim Knight.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with leaders, staff and pupils during the inspection. They also held discussions with trust leaders and the chair of the board of trustees.

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.

Inspectors confirmed the following information about the school:

Since the previous inspection, the school has appointed a new leadership team, including the headteacher, 3 deputy headteachers and 7 other senior leaders.

The school uses one registered alternative provision.

Headteacher: Mr David Karim

Lead inspector:

Dan Owen, His Majesty's Inspector

Team inspectors:

Sarah Malam, Ofsted Inspector

Patrick Amieli, Ofsted Inspector

Mark Grady, Ofsted Inspector

Mark Howes, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 February 2026

School and pupil context

Total pupils

1,112

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,150

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

Pupils eligible for free school meals (FSM)

61.50%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

0.36%

Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

14.03%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	40.5%	45.2%	Close to average
2023/24 (final)	38.5%	45.9%	Close to average
2022/23 (final)	34.1%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	43.7	45.9	Close to average
2023/24 (final)	40.7	45.9	Below
2022/23 (final)	38.1	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.32	-0.03	Below
2022/23 (final)	-0.69	-0.03	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	30.1%	25.6%	Close to average
2023/24 (final)	34.2%	25.8%	Close to average
2022/23 (final)	30.0%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	39.8	34.9	Above
2023/24 (final)	37.1	34.6	Close to average
2022/23 (final)	35.7	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.51	-0.57	Close to average
2022/23 (final)	-0.75	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	30.1%	52.8%	-22.7 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	34.2%	53.1%	-18.9 pp
2022/23 (final)	30.0%	52.4%	-22.4 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (provisional)	39.8	50.3	-10.5
2023/24 (final)	37.1	50.0	-12.9
2022/23 (final)	35.7	50.3	-14.6

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.51	0.16	-0.68
2022/23 (final)	-0.75	0.17	-0.91

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	83%	91%	Below
2022 leavers (revised)	89%	93%	Below
2021 leavers (revised)	91%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	25.24	34.99	Below
2023/24 (final)	18.95	34.38	Below
2022/23 (final)	28.22	34.16	Below

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	-0.3	0.0	Below
2023/24 (revised)	-0.5	0.0	Below

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.5%	8.1%	Below
2023/24 (3 term)	5.1%	8.9%	Below
2022/23 (3 term)	10.0%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.5%	21.9%	Below
2023/24 (3 term)	13.0%	25.6%	Below
2022/23 (3 term)	29.7%	26.5%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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