

Jewellery Quarter Academy

St George's Court, 1 Albion Street, Birmingham, West Midlands B1 3AA

Unique reference number (URN): 141003

Monitoring inspection report:

10 March 2026

At the most recent graded inspection, the following areas were identified as needing to improve:

- The school's curriculum, in many subjects, is at the early stages of design and delivery. This work has not made a difference to pupils' achievement. This is particularly the case for disadvantaged pupils. The school must ensure that the revised curriculum is implemented effectively so that pupils learn all that they should in readiness for their next steps.
- Teachers do not use assessment strategies well enough to identify the gaps that many pupils have in their previous learning. There are not enough checks to ensure that pupils write and record with accuracy. The school must ensure that sufficient checks are made so that gaps in pupils' learning, including in writing, are identified and addressed to enable pupils to progress well through the curriculum.
- The school has not ensured that staff understand pupils' learning needs well enough. It has not made sure that staff have the expertise that they need to adapt the delivery of the curriculum to help pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND), to access learning. As a result, these pupils do not achieve well. Some are unable to read at a level appropriate to their age. The school should ensure that pupils' needs are identified accurately, and that staff are well equipped to support these pupils to read fluently, access an ambitious curriculum and learn all that they should.
- The school's behaviour systems are in the early stages of implementation and are not fully established. As a result, there is an inconsistent approach from staff when establishing high expectations for pupils' behaviour. At times, this leads to some pupils not behaving as they should. This disrupts the learning of others. The school should ensure that all staff implement the behaviour policy effectively, so that any incidents of poor behaviour are dealt with consistently well.

Leaders and trustees are taking effective action to improve the school but continued work is needed to remove the requires significant improvement designation.

During the monitoring inspection, inspectors focused on the following evaluation areas:

- Leadership and governance
- Attendance and behaviour

Leadership and governance

Since the previous inspection, there have been significant staff changes, including at senior and middle leadership levels. The trust has ensured that the school is now fully staffed, including with subject experts across the curriculum. There has been a clear focus on raising aspirations and expectations. This helps new systems to be consistently understood and applied by staff. Leaders, together with trust colleagues, have focused on the right things in the right order. For example, they have prioritised increasing pupils' levels of attendance, ensuring pupils' behaviour meets the higher expectations and supporting new middle leaders. This work is beginning to have a positive impact on pupils, including notable improvements in their attendance.

Those responsible for governance work effectively in supporting the school to implement an appropriate action plan. Additionally, the education advisory board ensures that trustees receive clear information about what is working well and where further attention is needed. Consequently, leaders at all levels know that the school's improvement journey, although progressing well, still has a way to go.

Leaders know that the school's engagement with parents and carers is not where it should be. Therefore, some parents do not fully understand the actions that the school takes to improve and are not as supportive as they could be.

Safeguarding

At the previous graded inspection, safeguarding was evaluated as being effective.

Attendance and behaviour

The school's new systems and procedures to ensure pupils come to school regularly are effective. Attendance is now 'everyone's business'. As a result, pupils' attendance levels have improved and are now close to national averages. This includes that of disadvantaged pupils and those with SEND, which has improved significantly.

Leaders have worked appropriately to establish a positive behaviour culture in school. Staff and pupils now understand the behaviour policy and increased expectations around pupils' conduct. Staff receive ongoing training on how to support pupils' behaviour effectively. They regularly remind pupils of how to meet the new expectations. This work is beginning to turn the tide. Pupils are generally friendly and polite to visitors, staff and each other.

They say that behaviour is now better and that staff deal with any infringements more consistently and fairly.

Leaders monitor the effectiveness of their actions well. However, their analysis of behaviour infringements that may lead to a call-out or removal from lessons is not as detailed as it could be to tell the whole story of behaviour. Analysis currently focuses on the more severe incidents and does not sufficiently include the emerging picture about pupils' consistently positive learning attitudes in lessons.

Leaders and trustees should continue to work to address the priorities for improvement identified in the last graded inspection report.

About this inspection

The inspector carried out this monitoring inspection under section 8(2) of the Education Act 2005, and it was the first monitoring inspection since the school was judged to require significant improvement following the graded inspection that took place in January 2025.

The school's previous inspection was carried out under the Education Inspection Framework (EIF) at that time. The renewed EIF took effect from 10 November 2025. The areas for improvement identified at the school's graded inspection have been cross-referenced to the relevant evaluation areas in the inspection toolkit for consideration on this monitoring inspection.

The purpose of this monitoring inspection was not to determine grades for any of the evaluation areas set out in the school inspection toolkit. The purpose was to identify and report on the school's progress in addressing priorities for improvement since the school's previous inspection.

Since the previous inspection, the trust has changed its governance structure and has delegated some of its duties to the school's education advisory board. The school no longer has a local governing board.

The school has experienced a large staff turnover. This includes at middle and senior leadership levels.

During this inspection, meetings were held with the headteacher, other senior leaders, the chief executive officer of the trust, other trust leaders and the chair of the board of trustees to discuss the actions that have been taken to improve the school since the most recent graded inspection.

Lead inspector

Bianka Zemke

His Majesty's Inspector

About this school

School capacity 660

Number of pupils on roll 553

The school does not use any alternative provision.

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