

Inspection of Shirley Heath Junior School

Coombe Road, Shirley, Solihull, West Midlands B90 3DS

Inspection dates: 24 and 25 September 2024

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Previous inspection grade Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since July 2012. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

The school has pupils' best interests at the heart of all it does. It strives to develop the whole child and it does this exceptionally well. The school meets pupils' personal needs and removes any barriers to learning. As a result, pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Pupils behave consistently well in lessons and at social times. They show high levels of respect for one another. There is a friendly buzz at break and lunchtime, where pupils socialise with their peers and play together. The atmosphere in the classroom remains harmonious, with pupils keenly sharing their views and supporting one another to achieve their best.

Pupils are proud to be a part of this inclusive school. A vast range of leadership roles gives pupils the voice to make a difference. The 'girl power leaders' boost the confidence of their Year 3 peers by encouraging them to compete in challenges outside of their comfort zone. The 'wellbeing ambassadors' tend to pupils' needs when they have troubles and look out for anyone who is feeling lonely on the 'talking benches'. This helps pupils to contribute positively to the school community.

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

The curriculum is meticulously planned and sequenced. It outlines the key components that pupils will learn and when they will learn them. Engaging activities are used by teachers to pique pupils' interests and to grasp their attention. When pupils struggle to remember, teachers use a variety of techniques to help close any gaps in knowledge. Learning is adapted and content is taught in different ways. Pupils take pride in their work and act upon feedback provided to them. There are ample opportunities for pupils to practise what they have learned. This helps pupils build on their knowledge and skills over time.

As soon as pupils start school, they are immersed into a world of literature. Careful thought is given to the diverse range of books selected for pupils to read. This includes books for enjoyment, those that provide challenge and some that are matched to topics that pupils are learning about. Bespoke support is provided to pupils who struggle with reading, helping them to catch up.

Pupils with SEND are accurately identified and quickly assessed. Staff receive effective training to meet the needs of these pupils. Interim support is provided to those awaiting a diagnosis. The 'nest' offers a safe and supportive place for pupils to seek guidance when they need support. As a result, pupils with SEND are well prepared for their next steps.

The personal, social and health education curriculum is continuously adapted to meet pupils' needs. Pupils learn how to stay safe online, understand healthy relationships and appreciate and respect the diversity within their school community. Visits to places of worship and talks from guest speakers enhance their understanding of kindness and empathy.

The school provides a wide, rich set of experiences, such as dodgeball, martial arts, choir and coding club. Many pupils, including those with SEND, participate in these activities. A highlight of the school year is the residential, where outdoor skills are developed, independence is fostered and challenges, such as rock climbing, are undertaken. 'Young Voices' is a favourite event, where choirs and musicians showcase their talents. A variety of vegetables, herbs and fruits are grown in the school garden. Pupils in the 'gardening club' care for the plants, relax in the garden and are at one with nature. All of this helps pupils to develop their interests.

Staff feel valued and enjoy working at the school. They report high levels of well-being and support from school leaders. The school has developed an effective professional development programme for all staff. This results in excellent subject and pedagogical knowledge being demonstrated in the classroom.

Governors have a strategic oversight of all the school does. They offer support and challenge to ensure that the interests of pupils are prioritised.

Safeguarding

The arrangements for safeguarding are effective.

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	104050
Local authority	Solihull
Inspection number	10294504
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	417
Appropriate authority	The governing body
Chair of governing body	Helen McEvoy
Headteacher	Kara Evans
Website	www.shirley-heath.solihull.sch.uk
Dates of previous inspection	10 and 11 July 2012, under section 5 of the Education Act 2005

Information about this school

- The school uses no alternative provision.
- The school offers a breakfast club and an after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- 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.
- Inspectors carried out deep dives in these subjects: reading, English, mathematics, physical education and religious education. For each deep dive, inspectors 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.
- Inspectors held discussions with the headteacher, deputy headteacher, other senior leaders, the early career teacher mentor, the school advisor for the local authority, the chair of the governing body, and other governors.
- Inspectors held meetings with leaders of these areas: behaviour, attendance, SEND, personal development, pupil premium and sports premium.
- Inspectors completed learning walks focusing on how well the curriculum is adapted for pupils with an education, health and care plan and for high prior attainers.
- Inspectors met with pupils who had experienced behaviour sanctions, visited the 'nest', met with pupil leaders and spoke to pupils informally at social times.
- Inspectors observed lower school and class assemblies.
- Inspectors spoke to parents before school and after school.
- Inspectors reviewed and analysed responses to the staff, pupil and parent surveys.
- 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.

Inspection team

Sultanat Yunus, lead inspector	Ofsted Inspector
Khalid Din	Ofsted Inspector
Anna Smith	Ofsted Inspector

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