

Inspection of Timbertree Academy

Valley Road, Cradley Heath, West Midlands B64 7LT

Inspection dates: 7 and 8 May 2025

| | |
|---------------------------|--------------------|
| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Early years provision | Outstanding |
| Previous inspection grade | Good |

The headteacher of Timbertree Academy is Harjit Chahal. The school is part of United 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), Sir Jon Coles, and overseen by a board of trustees. The regional director of the trust is Matthew Wynne. There is also an executive headteacher, Michelle Green, who is responsible for this school and two others.

What is it like to attend this school?

Timbertree Academy is an impressive school. The school's vision of 'together we learn to succeed' is lived out daily. Positive relationships are at the heart of achieving successful outcomes. Pupils are nurtured with care and, as a result, are happy to come to school. They are inspired to be the very best that they can be.

The school provides an excellent standard of education and support to pupils and families. There are high expectations of pupils, regardless of their background. Many pupils achieve highly and make excellent progress, thriving academically and personally.

Behaviour is exemplary. Staff have high expectations of how pupils behave and relate to one another. Pupils are taught the importance of positive behaviour and live up to these expectations well. Staff take swift action to restore healthy relationships when rare incidents of inappropriate behaviour occur. The school is an exceptionally calm and purposeful place to learn. Pupils uphold high standards of behaviour. This is fostered by the school's commitment to high-quality character education.

Pupils feel safe at school. They say that 'worry monsters' are a powerful way to communicate any worries, should these arise. Pupils are, rightly, extremely proud of their school.

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

The well-designed curriculum is inspirational. The school has carefully crafted a curriculum that is highly ambitious. The knowledge and skills that pupils need to know is set out clearly. Staff, therefore, know what to teach and when. Pupils with special educational needs and/or disabilities (SEND) are identified accurately and well supported. High-quality support ensures that staff provide expert help for pupils when they need it. These tailored adaptations enable pupils to access the full curriculum.

The school successfully develops pupils' vocabulary and oral communication skills. Pupils are taught to explain their thinking and express themselves clearly using precise vocabulary. Pupils enjoy reading. It is a high priority in school. Staff are determined that every pupil will become a fluent reader. There is a rigorous approach to the teaching of reading, including phonics. This has a positive impact on pupils learning to read. Pupils that need more help receive daily support. The school nurtures a love of reading through selected texts that reflect diverse cultures and experiences. The school facilitates older pupils reading with the younger ones. Pupils benefit from structured whole-class reading sessions.

Provision for children in the early years is a strength of the school. Children learn the routines and expectations of behaviour as soon as they start school. Strong curriculum design is enriched with play-based learning. Children are encouraged to be curious learners who ask questions and learn about the world around them. Opportunities through shared learning develop language and social skills. For example, children are excited to practise their sounds through role play.

The school has taken effective action to improve the attendance of pupils. A wide range of targeted support is in place to improve attendance and persistent absence. Most groups of pupils now attend school regularly. However, a small number of pupils miss school and the exceptional education on offer.

The school's personal development offer is exemplary. The school develops pupils' resilience and confidence. Pupils understand how to become responsible citizens. They are polite, grateful and compassionate. The strong careers programme prepares pupils for their future lives. Pupils are equipped with the knowledge and skills they need to stay safe, including online. They learn to become confident individuals who can make a difference in their own lives by caring for others. Trips and visits enhance experiential learning. For example, while visiting the National Space Centre, pupils sat in a space capsule.

The school cares deeply about the well-being of staff. Kindness matters here. The school ensures that staff have a balance between their workload and well-being. The school strives for excellence. Staff evaluate the impact of their improvements. Trustees and members of the local governing body provide rigorous oversight and effectively hold leaders to account. Staff at Timbertree Academy promote learning for life and are passionate about bringing out the best in everyone.

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 | 139768 |
| Local authority | Sandwell |
| Inspection number | 10378260 |
| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 223 |
| Appropriate authority | Board of trustees |
| Regional Director of the trust | Matthew Wynne |
| CEO of the trust | Sir Jon Coles |
| Chair of local governing body | Claire Ferens |
| Headteacher | Harjit Chahal |
| Website | www.timbertreeacademy.org.uk |
| Dates of previous inspection | 4 and 5 February 2020, under section 8 of the Education Act 2005 |

Information about this school

- Timbertree Academy is part of the United Learning Trust.
- The school runs a breakfast club.
- The school does not currently use any alternative provision.

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. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, headteacher, other leaders and members of staff. The lead inspector also met with the regional director of the United Learning Trust and the chair of the local governing body.
- 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.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art and design. For each deep dive, inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with some pupils about their learning and looked at samples of their work.
- Inspectors also considered the curriculum in some other areas. This included talking with school leaders about the wider curriculum and meeting a group of pupils from key stage 2.
- An inspector observed pupils from key stages 1 and 2 read to a familiar adult.
- Inspectors visited the early years provision to discuss the learning with children and leaders.
- Inspectors looked at a range of information regarding behaviour. Inspectors observed the behaviour of pupils in classrooms and at social times.
- The inspectors scrutinised a range of documentation, including minutes from governing board meetings as well as leaders' priorities for improvement.
- The views of pupils, parents and staff were gathered through discussions and responses to Ofsted's surveys and parents' free-text responses.

Inspection team

Diana Pearce, lead inspector

Ofsted Inspector

Darryl Asbury

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 looked-after children, 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 2025