

Ofsted Inspection Outcomes

1st April 2014 - 31st October 2014

- During this period 19 schools have been inspected; 1 infant school, 2 junior schools, 11 primary schools, 2 secondary schools, 2 special schools and 1 academy.
- Of these 19 inspections the following overall judgements were achieved;
 - 1 Outstanding
 - 12 Good
 - 5 Requires Improvement
 - 1 Special Measures
- 11 schools improved their overall judgement from their previous inspection, 6 maintained the same judgement and 2 were judged to be less effective than previously.
- The national rate of good or outstanding schools for period from 1st April to 30th June (only national data available) was 67% whilst 77% Wolverhampton schools with reports for this period were judged good or better.
- The Local Authority has had no Section 5 inspections as yet this academic year.

School	Date inspected	Previous Inspection Outcome	New Inspection Judgement	Key findings	Comments re: Local Authority	Actions taken by LA following Inspection
<p>West Park Primary School</p>	<p>29/4/14</p>	<p>Requires Improvement</p>	<p>Good</p>	<ul style="list-style-type: none"> • Pupils make good progress in the Early Years Foundation Stage and in Key Stage 1. • In Key Stage 2, pupils make at least good and sometimes outstanding progress. • Pupils who speak English as an additional language make outstanding progress. • Pupils' attainment in Key Stage 1 has improved rapidly this year. • In lessons, pupils with a broad range of abilities are given work that is hard enough for them and interests them. • Pupils enjoy their learning, and are given exciting materials to work with • Leaders and managers have improved teaching and pupils' performance through leading by example. Their lessons bring about outstanding pupil progress. • Governors work closely with the senior leaders so that 	<p>The local authority understands the demands placed on the school by having pupils who arrive partway through the school year and provides good support. They have been effective in supporting the school to understand its own strengths and weaknesses, and take action if there is a risk of teaching becoming less than good.</p>	<p>School is judged as good so no actions taken by LA beyond usual school improvement monitoring cycle for good or outstanding schools.</p>

				they know what is going on in the school. They take effective action quickly if there are risks of underperformance.		
Tettenhall Wood Special School	4/6/14	Requires Improvement	Good	<ul style="list-style-type: none"> • Tettenhall Wood has undergone a transformation since its previous inspection. • The senior leadership team has been restructured and strengthened and a large number of new staff have been appointed. • Achievement is good as all pupils make good progress from very low starting points. • Pupils make good progress in their personal, social and behavioural development. • Progress in pupils' language and communication skills is good • Pupils have a positive attitude to learning and behaviour across the school is good. Pupils enjoy their learning and gain confidence and self-esteem in all they do. 	The school works closely with the local authority, with which it has good links. The senior leadership team has used these links to provide support for training, moderation of pupils' progress and their work in improving teaching.	School is judged as good so no actions taken by LA beyond usual school improvement monitoring cycle for good or outstanding schools.

<p>Dunstall Hill Primary School</p>	<p>17/6/14</p>	<p>Good</p>	<p>Requires Improvement</p>	<ul style="list-style-type: none"> • Not enough pupils make good progress from their individual starting points. • The quality of teaching is not good. Too much requires improvement and too little is outstanding. • Teachers do not always pitch work correctly for the different groups within their classes and this restricts progress. • The school does not have a consistent and coherent whole-school approach to the teaching of reading. The teaching of reading has not been effective and in 2013, standards were low at the end of each Key Stage. • The governing body are not clear about their role and responsibilities and have not been effective in ensuring that pupils receive a good education. 	<p>Prior to this school year, the local authority had not taken effective action to challenge or support school leaders with regard to the decline in standards in reading and low attainment in the Early Years Foundations Stage and Key Stage 1. However, since the acting head teacher raised concerns over pupils' achievement and the quality of teaching, the local authority has provided more effective support and challenge. The local authority has brokered support from a teaching school and from the head teacher of a successful local school, as well as training from advisers and specialist teachers. The school standards adviser visits regularly to check progress and</p>	<ul style="list-style-type: none"> • Classified as a Category C school by the Local Authority so therefore receives the highest level of challenge and support from the LA. • The school will receive 16.5 days Advisor time this academic year, which will include: data analysis, core head teachers meetings, 1 day review/half term & a full 2 day inspection/year. • 6 weekly School Improvement Board Meetings chaired by Head of Standards to hold school leaders to account for improving standards. • Outstanding Headteacher identified and commissioned to support the school 2 days/week. • Warning letter issued to the school by the
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					support school leaders and now knows the school well.	Local Authority on 22/9/14 in response to HMI Monitoring Visit.
Hill Avenue Primary School	17/6/14	Requires Improvement	Requires Improvement	<ul style="list-style-type: none"> • Achievement requires improvement because standards reached by pupils are lower than they should be from their various starting points. • The quality of teaching varies too much and this prevents pupils from making consistently good progress. • Attainment in writing is lower than in mathematics and reading because the teaching of writing varies too much in quality from year to year. • Marking is not always thorough and does not consistently give pupils enough guidance on how to improve their work or give them opportunities to respond to teachers' advice. • Governors have not been rigorous enough in monitoring and evaluating the performance of teachers so that they can make informed decisions about pay progression. 	Whilst the local authority has given support to the school, in particular helping the head teacher as she has made changes to teaching and implemented new systems, the impact on raising standards has been limited.	<ul style="list-style-type: none"> • Classified as a Category B2 school by the Local Authority so therefore receives the second highest level of challenge and support from the LA. • The school will receive 14.5 days Advisor time this academic year, which will include: data analysis, core head teachers meetings & 1 day review/half term. • Half termly School Improvement Board Meetings chaired by Head of Standards to hold school leaders to account for improving standards.

Springdale Junior School	17/6/14	Requires Improvement	Good	<ul style="list-style-type: none"> Standards reached by pupils by the end of Year 6 have improved steadily since the previous inspection. Pupils currently in the school are achieving well. Pupils make good progress through the school and the proportions making and exceeding the expected progress compare favourably with national figures. The progress and attainment of pupils supported by pupil premium funding has improved. Gaps in their achievement have now closed. The head teacher, governors and other senior leaders have high expectations of staff and pupils. They have made improvements to the quality of teaching and raised pupils' achievement. 	The local authority provides effective support and challenge to senior leaders, although support for governance has not been as strong. A direct impact of this support has been an improvement in the challenge given to pupils in teachers' marking and feedback.	School is judged as good so no actions taken by LA beyond usual school improvement monitoring cycle for good or outstanding schools.
Woodfield Junior School	17/6/14	Requires Improvement	Requires Improvement	<ul style="list-style-type: none"> Leadership, management and teaching all require improvement so that pupils' behaviour and achievement can be improved. Although the progress pupils 	The local authority has provided relatively little support to the school because leadership and management of	<ul style="list-style-type: none"> Classified as a Category B1 school by the Local Authority so therefore receives a high level of challenge

				<p>make is in line with the national average, it is not yet good.</p> <ul style="list-style-type: none"> • Despite pupil premium pupils making better progress, the gaps in their attainment when compared to other pupils, are not closing quickly enough. • Teaching is not good because pupils do not always undertake activities that are matched to different ability groups, particularly in subjects other than English and mathematics 	<p>the school was judged good at its last inspection. The executive head teacher and governors spoke positively about the support they have received from the human resources department of the local authority</p>	<p>and support from the LA.</p> <ul style="list-style-type: none"> • The school will receive 8.5 days Advisor time this academic year, which will include: data analysis, core head teachers meetings, 1 day review/ term. • Termly School Improvement Board Meetings chaired by Head of Standards to hold school leaders to account for improving standards.
<p>Deansfield Secondary School</p>	<p>18/6/14</p>	<p>Good</p>	<p>Special Measures</p>	<ul style="list-style-type: none"> • Achievement at Key Stage 3 and mathematics is inadequate across the school. Too many students underachieve. • Recent improvements in attainment and progress in GCSE English and mathematics are not secure. Students with special educational needs on school action, and those eligible for the pupil premium and 'catch-up' funding, still make too little progress. • Teaching is inadequate. Too 	<p>The local authority has not provided effective support and challenge to help the school to tackle its weaknesses and to improve over time. A 'light-touch' support programme has been provided as the local authority's risk assessment, based on performance data, has not given rise to any concerns. The local authority's</p>	

				<p>much requires improvement. There is little outstanding teaching, particularly in mathematics.</p> <ul style="list-style-type: none"> Teachers' assessments of students' progress at Key Stage 3 are not always accurate. Consequently, they do not always plan work which fills gaps in students' learning. Teachers do not give students sufficient guidance on how to improve their work. Students do not receive their full entitlement to all subjects in the National Curriculum, or in religious education. Leaders, including governors, have an overly positive view of the performance of the school and have not taken quick enough action to check on or improve teaching and achievement. 	<p>representative working with the school changed in September, with the current officer working with the school since then. The main focus of support has been in relation to the new building programme. The head teacher appreciated the support given by the local authority's human resources department in the staffing restructure that took place prior to the start of this academic year</p>	
<p>Moreton Community School</p>	<p>18/6/14</p>	<p>Requires Improvement</p>	<p>Good</p>	<ul style="list-style-type: none"> Students make good progress from their low starting points. Disabled students, those with special educational needs and those for whom additional funding provides extra support make better progress than these 	<p>The local authority has provided an external review of the school's effectiveness which supported the school's leadership in its drive for</p>	<p>School is judged as good so no actions taken by LA beyond usual school improvement monitoring cycle for good or outstanding schools.</p>

				<p>groups nationally.</p> <ul style="list-style-type: none"> • Students show great enjoyment of their learning and are often engrossed in the tasks set as a result of teachers providing tasks that are interesting, fun, and well matched to their ability. • Students behave well in lessons and are keen to do well. They are polite and courteous and welcoming to visitors. Warm relationships are evident between adults and students who say that they feel safe and well cared for. • The inspirational head teacher is well supported by his senior team. They are relentless in their drive to raise the quality of teaching, to improve students' progress and to ensure the well-being of all. Leaders have secured improvement in all aspects of the school's work since the previous inspection and have a strong capacity to improve further. 	<p>improvement. Leaders voiced the opinion, however, that recent cuts in provision have reduced the capacity of the local authority to provide a consistent level of support.</p>	
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<p>Palmers Cross Primary School</p>	<p>18/6/14</p>	<p>Requires Improvement</p>	<p>Requires Improvement</p>	<ul style="list-style-type: none"> • Pupils' attainment is currently broadly in line with expected standards at the end of Key Stages 1 and 2. However, progress is inconsistent across year groups and different groups of pupils. • Teaching requires improvement as it is currently not consistently good or better. • The restructuring of staff responsibilities for different areas of the curriculum is at an early stage of development. The new leaders have not yet established effective systems to monitor pupils' progress and raise their achievement. 	<p>The local authority provides good support and challenge and this has helped the new head teacher to establish basic strategies and systems that will move the school forwards. The linked representative knows the school well and has a strong awareness of the achievement of pupils. He has also provided invaluable support to the emerging governing body and has helped them to start to effectively develop their skills and expertise.</p>	
<p>Rakegate Primary School</p>	<p>18/6/14</p>	<p>Requires Improvement</p>	<p>Good</p>	<ul style="list-style-type: none"> • Pupils achieve well. They make good progress from starting points that are below those seen nationally. • Standards at the end of Year 6 are above average in mathematics and writing. 	<p>The local authority has identified this school as an improving school and placed it in a 'light touch' category. Some elements of local authority</p>	<p>School is judged as good so no actions taken by LA beyond usual school improvement monitoring cycle for good or outstanding schools.</p>

				<ul style="list-style-type: none"> • Disabled pupils and those who have special educational needs make good progress and achieve well. Their needs are quickly identified and skilled support is put in place. • Teachers have high expectations of pupils' work and behaviour. Leaders regularly check teaching and take swift action to coach and train staff where this is needed • The head teacher is strongly supported by the deputy head and other senior leaders. They are driving improvements in teaching and achievement at a good pace. Staff are fully supportive of the direction and vision set for the school. • Governors play an important part in the life of the school. They provide a strong level of support and challenge to help to secure improvements. 	support have been stronger than others.	
St Thomas C of E primary School	18/6/14	Requires Improvement	Good	<ul style="list-style-type: none"> • Most teaching is at least good across the school. Teachers provide detailed, high-quality guidance to help pupils improve their work. • Pupils achieve well because 	The local authority has had minimal involvement in the school, classified as 'light touch' as it is a	School is judged as good so no actions taken by LA beyond usual school improvement monitoring cycle for good or

				<p>their teachers give them a high level of challenge and provide them with engaging lessons.</p> <ul style="list-style-type: none"> Boys achieve highly in mathematics and do well in reading and writing. Leaders, including governors, have ensured that good teaching and achievement have been sustained and improvements made. 	good school.	outstanding schools.
Whitgreave Infants School	18/6/14	Requires Improvement	Good	<ul style="list-style-type: none"> Pupils achieve well in reading, writing and mathematics from low starting points. They leave at the end of Year 2 well prepared for the next stage in their education. Pupils' progress and teaching across the school are good. Leaders and managers, supported well by the governors, have successfully raised attainment since last year. Staff are proud to be a part of the school, which they say 'puts children at the heart' of all that they do. Pupils enjoy coming to the school and attendance has improved since it was last inspected 	<p>The local authority has a good understanding of the school's strengths and areas for development. It has made good use of the assistant head teacher to support reading in a number of schools, and has looked to the head teacher to support leadership in another local school. It has supported the school effectively to make sure previous good performance has been sustained. Until recently the school had received termly</p>	<p>School is judged as good so no actions taken by LA beyond usual school improvement monitoring cycle for good or outstanding schools.</p>

				<ul style="list-style-type: none"> • The head teacher and staff are good role models to pupils in their conduct and interactions with one another. • Parents have no hesitation in sending their children to Whitgreave Infant School because they rightly believe it to be a 'nurturing environment' where their children are happy and make good progress. 	visits from a school improvement partner focused on achievement, self-evaluation and school improvement.	
Bantock Primary School	19/6/14	Requires Improvement	Requires Improvement	<ul style="list-style-type: none"> • Too few pupils reach the higher levels in reading, writing and mathematics because, until recently, not enough was expected of them by teachers. • Although teaching has improved this year, its quality is not yet consistent enough to make sure pupils achieve well. There is too little good or outstanding teaching. • The quality of marking varies from excellent to inadequate. Comments do not always provide clear enough guidance to help pupils improve their work. • Although senior leaders have provided secure interim arrangements during staffing changes, some subjects have not had permanent leaders to 	Although the local authority has recently appointed a new school improvement officer, who has quickly established a good working relationship with the head teacher, in the past it has not always provided effective support and or challenge the school sufficiently about pupils' attainment or low attendance. Leaders are using this new level of support to improve their checks on pupils' achievement and teaching quality.	

				monitor whether standards are high enough or whether pupils are making enough progress.	The governing body has found the central training for governors valuable and appreciated the local authority support in the appointment of a new head teacher.	
St Patricks Catholic Primary School	19/6/14	Requires Improvement	Good	<ul style="list-style-type: none"> •Decisive leadership, management and governance are ensuring good outcomes for all groups of pupils. •Teaching is good and is improving due to focused training, monitoring and coaching. •Pupils of all abilities make good progress and are well prepared for secondary school. •From a low baseline on entry to the Early Years Foundation Stage, children make a good start to learning. 	In spite of the reduced number of advisors, the local authority has provided good support and challenge to the school. Information about the school has been shared and the communication between advisors has been constructive.	School is judged as good so no actions taken by LA beyond usual school improvement monitoring cycle for good or outstanding schools.
Woodthorne Primary School	19/6/14	Requires Improvement	Good	<ul style="list-style-type: none"> •New leadership has been effective in driving school improvement since the previous inspection. •Better teaching means pupils' learning has improved so they now achieve well. •Attainment at the end of Year 6 has improved significantly and 	The local authority has made a significant contribution to this school's improvement because they responded quickly following the previous	School is judged as good so no actions taken by LA beyond usual school improvement monitoring cycle for good or outstanding schools.

				<p>is now above the national average in English and mathematics.</p> <ul style="list-style-type: none"> •As well as helping pupils learn basic skills in English and mathematics, teachers in Key Stages 1 and 2 give them lots of opportunity to practise and strengthen skills through applying them across a range of subjects. 	<p>inspection. They put in a new governing body with a knowledgeable Chair. Knowing the current head teacher could not start straight away, the local authority seconded an interim head teacher from a local outstanding school to ensure continuity. The current school improvement partner knows the school well. The support provided is good and has been an important factor in moving the school on.</p>	
<p>Mosley Park School (Academy)</p>	<p>25/6/14</p>	<p>Requires Improvement</p>	<p>Good</p>	<ul style="list-style-type: none"> •From low starting points, students make good progress. In 2013, the proportion of students achieving the equivalent of five GCSE passes at grades A* to C, including English and mathematics, was well above average. •Achievement in English is exceptional and amongst the very best nationally. Students are very well prepared for their 	<p>N/A</p>	<p>School is judged as good and is an academy so no actions taken by LA beyond usual school improvement monitoring cycle for academies.</p>

				<p>examination.</p> <ul style="list-style-type: none"> • Teachers have good subject knowledge and plan interesting activities which motivate students. • Marking helps students to achieve well because they receive regular advice on what needs to be done to improve their work. • Behaviour is good. Students have positive attitudes to learning and get on well with their teachers. In lessons, students are conscientious and take good care with the presentation of their work. 		
<p>Broadmeadow Nursery Schools (Special)</p>	<p>2/7/14</p>	<p>Good</p>	<p>Outstanding</p>	<ul style="list-style-type: none"> • The school has sustained its previous outstanding quality so that pupils continue to make excellent progress, particularly in developing their communication skills. • The home learning programme the school provides, helps to accelerate pupils' progress in their social and academic development. • Pupils make outstanding progress from low starting points over a short period of time. Children in the Early Years Foundation Stage get off to an excellent start. Pupils are 	<p>The local authority provides effective support for the school. It has provided specific literacy training for staff and has worked with senior leaders to verify the accuracy of their judgements to ensure their self-evaluation is rigorous.</p>	<p>School is judged as outstanding so no actions taken by LA beyond usual school improvement monitoring cycle for good or outstanding schools.</p>

				<p>well prepared prior to moving on to their next school. The overall trend is upwards for nearly all pupils.</p> <ul style="list-style-type: none"> •The leadership and management of the school are outstanding. Leaders at all levels work hard to bring about continuous improvements. For example, the creation of a 'child and family care co-ordinator' has strengthened links with families. 		
<p>Spring Vale Primary School</p>	<p>8/7/14</p>	<p>Good</p>	<p>Good</p>	<ul style="list-style-type: none"> •Children start in the Early Years Foundation Stage with skills below those typical for their age. They make good progress and are well prepared to enter Year 1. •In Years 1 to 6, pupils make good progress in reading, writing and mathematics. Achievement is good throughout the school. •Teaching is good because teachers think carefully about how to engage pupils in their learning. •Pupils enjoy coming to school. As a result, attendance is above average. Pupils take care and have pride in their work. 	<p>The local authority provides light touch support for this good school. The school is also involved in a local cluster of schools and provides support for other schools.</p>	<p>School is judged as good so no actions taken by LA beyond usual school improvement monitoring cycle for good or outstanding schools.</p>

				<ul style="list-style-type: none">• Teachers assess pupils' work well and use the information to set challenging tasks. This enables all pupils to make good progress.		
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Support Categories for Wolverhampton Schools

It is important for the Local Authority to consider how it groups schools with differing needs in order to proportionally justify targeting of finite support and resources (Judgements are based on the range of evidence available to the LA at the time of categorisation)

Categorisation	Rationale
<p style="text-align: center;">A</p> <p>Providing a good or better level of education</p>	<p><i>All/vast majority of the following apply:</i></p> <ul style="list-style-type: none"> • Judged good or outstanding by Ofsted at the last inspection • Judged securely good or outstanding by both the school and the LA and likely to be judged so at the schools next Ofsted inspection • School leaders and managers are accurate in their self-evaluation. • Pupil progress for English and mathematics for all groups is consistently above the national standards over the last 3 years. • In-year progress across all groups is consistently good or the gap is narrowing. • Almost all teaching overtime is good or better, with a small proportion requiring improvement. No inadequate teaching is evident. (If there is a very small proportion, this is being addressed effectively) • Behaviour is managed consistently well, all groups of pupils attend regularly and there are no or very few exclusions. • Provision for safeguarding meets all statutory requirements • Leadership and management at all levels particularly senior leaders, middle managers and governors consistently demonstrates effective processes and structures which have a good impact on pupils' achievement and behaviour. Provision for safeguarding meets requirements. • The school has highly successful strategies for engaging with parents. There are very few well founded concerns expressed by parents. • The school is effective in its outward facing links with other partners which contribute to and support school improvement processes. • Risk factors such as a newly appointed headteacher, high turnover of staff, a high number of NQTs and exceptional circumstances are considered.

<p>B1 Requires Improvement</p>	<p><i>Majority of the following apply:</i></p> <ul style="list-style-type: none"> • This category could include schools that have previously been judged good or outstanding at their last Ofsted inspection but are considered to be vulnerable at next inspection by the LA. • Judged as requiring improvement by Ofsted with Leadership and Management judged to be good and demonstrating good capacity to improve. • School leaders and managers are generally accurate in their self-evaluation. • Achievement shows a trend of improvement overall, although there may be some variability between one year and the next, and between different groups. • Attainment and progress is improving although data may show a variable picture over the last three years. • Pupil progress in English and mathematics is at, or above the national standards. • Pupil attainment is close to or at the national floor standard over the last three years. • The quality of teaching is improving and there is no inadequate teaching evident. (If there is a small proportion, this is being addressed effectively) • Behaviour is managed suitably or well, most groups of pupils attend regularly and there are few or a reducing number of exclusions. • Leadership and management at all levels particularly senior leaders, middle managers and governors are secure and improving which is leading to improvements in pupils' achievement and behaviour. • Provision for safeguarding meets requirements • Engagement with parents is secure and most parents express contentment with the school. • Outward facing links are increasing. School leaders are taking the opportunity to work with other schools in the network and beyond. • Risk factors such as a newly appointed head teacher, high turnover of staff, a high number of NQTs and exceptional circumstances are considered.
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<p>B2 Requires Improvement</p>	<p><i>Majority of the following apply:</i></p> <ul style="list-style-type: none"> • Leadership and management judged as requiring improvement at the last Ofsted inspection (grade 3) • The School and LA has identified areas of fragility within attainment & progress in specific subjects, with particular groups or in identified year groups. • Aspects of leadership and management, teaching and learning or behaviour and safety require improvement. • Achievement is variable or shows a downward trajectory over 3 years. • Pupil progress for English and mathematics is not consistently above the national standards over the last three years • The quality of teaching is not consistently good or better across the school and there may be some elements of inadequate teaching that is yet to be effectively tackled. • Behaviour is managed appropriately, most groups of pupils attend regularly and there are few or a reducing number of exclusions. • Provision for safeguarding meets requirements. • Leadership and management at all levels does not yet consistently demonstrate effective processes and structures, or accuracy in its self-evaluation. • The school is developing suitable strategies for engaging with parents. There are few well founded concerns expressed by parents. • The school does not fully participate in its outward facing links with other partners to contribute to or support their school improvement processes. • Risk factors such as a newly appointed head teacher, high turnover of staff, a high number of newly qualified teachers (NQT's) and exceptional circumstances are considered.
<p>C Serious Weakness or Special Measures</p>	<p><i>Any of the following apply:</i></p> <ul style="list-style-type: none"> • Judged as having serious weakness or requiring special measures by Ofsted. • Overall the School and LA judges that the quality of education to be inadequate. There are key aspects that require significant improvement. • Pupil progress is inadequate over the last three years in English and/or mathematics, and/or for different groups. • There is insufficient levels of good teaching over time to secure the good progress of pupils • The school's arrangements for safeguarding pupils do not meet statutory requirements and give cause for concern. The number of exclusions is high, or rising.

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| | <ul style="list-style-type: none">• Leadership and management does not consistently demonstrate effective processes and structures including the accuracy of self-evaluation.• Leaders and managers are not taking sufficiently effective steps towards securing good behaviour. Attendance is consistently low for all pupils or groups of pupils and shows little sign of improvement.• Leadership and management of the school particularly senior leaders, middle managers and governors may or may not have the capacity to make the necessary improvements in a timely manner.• The schools strategies for engaging parents are weak and parents have expressed little confidence in the school.• The school does not engage effectively in outward facing links with other partners to contribute to or support their school improvement. |
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