

## Education and Children's Services Overview and Scrutiny Committee – 23 June 2015

### Challenge, Monitoring and Resource Allocation to Schools and Academies

Since 2014 the Local Authority has categorised all schools and Academies against their performance, outcomes and quality of provision. The categories direct and allocate Local Authority resource so that the schools that are achieving less well and have more challenges to improvement receive more challenge, monitoring and support. The category for every school is reviewed each term.

The categorisation criteria, process and resource allocation model has changed significantly between 2013/2014 and 2014/2015. This makes realistic comparisons between the two years difficult. The categorisation criteria for 2014/2015, for Nursery, Special, Primary and Secondary schools is attached (**Appendix 1**).

The Charts below provide a summary of the categorisation of Schools and Academies.

#### Chart 1 (February 2014)

This Chart shows the percentage of primary and nursery schools in each Local Authority category, against previous criteria, in February 2014.

Category	Feb-14
A	46%
B	19%
C	9%
D	26%

#### Chart 2

This Chart compares the proportion of Nursery, Primary and Special Schools in each Local Authority category in September 2014, March 2015 and June 2015. The judgements are made against the attached banding criteria.

Category	Sep-14	Mar-15	Jun-15
<b>Nursery Schools</b>			
A	100% (8)	100% (8)	100% (8)
B1	-	-	-
B2	-	-	-
C1	-	-	-
C2	-	-	-
D	-	-	-
<b>Primary Schools</b>			
A	30% (26)	34% (29)	35% (30)
B1	22% (19)	27% (23)	27% (23)
B2	5% (4)	5% (4)	5% (4)
C1	12% (10)	11% (10)	12% (10)
C2	5% (4)	13% (11)	12% (10)
D	27% (23)	10% (9)	10% (9)
<b>Special Schools</b>			
A	14% (1)	14% (1)	14% (1)
B1	71% (5)	71% (5)	71% (5)
B2	-	-	-
C1	14% (1)	14% (1)	14% (1)
C2	-	-	-
D	-	-	-

The banding of all Secondary Schools and Academies is currently taking place in the context of 2015 exam results and school progress data.

**Chart 3** (Percentage of Primary Schools by type)

This Chart shows the banding of primary schools by school type. All nursery and special schools are Local Authority maintained.

Category	Jun-15		
	LA Maintained	Sponsor Led Academy	Academy Converter
A	38% (27)	-	38% (3)
B1	29% (21)	17% (1)	13% (1)
B2	4% (3)	-	13% (1)
C1	7% (5)	67% (4)	13% (1)
C2	11% (8)	17% (1)	13% (1)
D	11% (8)	-	13% (1)

David Haley  
Executive Director: Children's Services

## NURSERY SCHOOL SUPPORT BAND ALLOCATION BASED ON DESK TOP ANALYSIS AND INFORMATION. (REVIEWED TERMLY)

	<b>Band A</b>	<b>Band B</b>		<b>Band C</b>		<b>Band D</b>
	<b><i>Core offer plus (up to 1-2 days year)</i></b>	<b><i>Core offer plus (up to 3 days a year)</i></b>		<b><i>Core offer plus (up to 6 days a year)</i></b>		<b><i>Core offer plus (up to 6 days a year)</i></b>
		<b>B1</b>	<b>B2</b>	<b>C1</b>	<b>C2</b>	
<b>LEADERSHIP AND MANAGEMENT (INCLUDING GOVERNANCE AND SAFEGUARDING)</b>	Leadership and management at all levels, including governance and curriculum improvement are driving continuous and sustained improvement. Excellent opportunities are provided to promote SMSC and all Areas of Learning and Development. No safeguarding concerns known to LA.	Leadership and management at all levels, including governance are securing improvement. Good opportunities are provided to promote SMSC and all Areas of Learning and Development. No safeguarding concerns known to LA.	Leadership and management at all levels, including governance are securing improvement in most areas of EYFS. Many opportunities are provided to promote SMSC and all Areas of Learning and Development. No safeguarding concerns known to LA.	Some aspect/s of leadership and management are not yet securing improvement. Opportunities are provided to promote SMSC and the Areas of Learning and Development. No safeguarding concerns known to LA.	Many aspects of leadership and management are not yet securing improvement. Some opportunities are provided to promote SMSC and the Areas of Learning and Development. Safeguarding is considered a potential issue by the LA.	Significant aspect/s of leadership and management are not yet securing improvement. Few opportunities are provided to promote SMSC and the Areas of Learning and Development. Safeguarding concerns known to the LA.
<b>ACHIEVEMENT</b> <b>*GROUPS – SPECIAL EDUCATIONAL NEEDS AND DISABILITIES, CHILDREN LOOKED AFTER, HIGH ACHIEVERS, GENDER AND ANY OTHERS RELEVANT TO THE SCHOOL’S CONTEXT</b>	Children make consistently high rates of progress in relation to their starting points. Almost all children and most groups* including SEND, make sustained progress leading to outstanding achievement. Children are well prepared academically, socially and emotionally for the next stage in their education. Any gaps in attainment between groups of children and Areas of Learning are closed or closing rapidly. Positive 3 year trend.	Children make at least typical progress and most children, including SEND, make good progress from their starting points. They develop the key skills needed to make a good start in the next stage of their education. Any gaps in attainment between groups of children and Areas of Learning are closing rapidly. This includes children who join the school at a level below what is typical for their age. Improving 3 year trend.	Most children make at least typical progress. Many children and groups including SEND, make good progress from their starting points and develop the key skills needed to make a good start in the next stage of their education. Gaps in attainment between groups of children and Areas of Learning are closing. This may include those for children who join the school at a level below what is typical for their age. Improving 3 year trend.	Some groups* or individuals make insufficient progress from their starting points. Some children do not develop the key skills needed to make a good start in the next stage of their education. Gaps in attainment are not consistently closing for groups and/or across Areas of Learning. Fluctuating 3 year trend or underperformance in a particular Area of Learning.	Many groups* or individuals, including those who are vulnerable, make insufficient progress from their starting points. Many children do not develop the key skills needed to make a good start in the next stage of their education. Gaps in attainment are not consistently closing for groups and across Areas of Learning. Declining 3 year trend.	Children or identified groups* do not achieve as well as they can and are not well prepared academically, socially or emotionally for the next stage in their education. Low attainment of any group* shows little sign of improvement. Declining 3 year trend.

<b>LEARNING AND TEACHING</b>	Teaching over time is outstanding and is never less than consistently good, leading to positive outcomes for all learners and is based on a range of evidence.	Teaching is consistently good, leading to positive outcomes for most learners and is based on a range of evidence.	Teaching is mostly good, leading to positive outcomes for most learners and is based on a range of evidence.	Teaching is not consistently good and/or well matched to children's needs, leading to insufficient progress for individuals and some* groups based on a range of evidence.	Teaching is not consistently good or well matched to children's needs, leading to insufficient progress for individuals and some* groups across more than one Area of Learning based on a range of evidence.	Teaching is inconsistent leading to insufficient progress for a significant proportion of pupils, based on a range of evidence. The majority of teaching is not well matched to children's needs.
<b>BEHAVIOUR AND SAFETY (INCLUDING ATTENDANCE AND EXCLUSIONS)</b>	The school environment and ethos impacts significantly on behaviour, safety and attitudes to learning. Robust systems and parental engagement underpin good attendance. No permanent exclusions and fixed term exclusions are rare.	The school environment and ethos positively supports behaviour, safety and attitudes to learning. School has systems in place to monitor attendance and follow up absence. Levels of unexplained absence are low. Exclusions are rare.	The school environment and ethos positively supports behaviour, safety and attitudes to learning. School has systems in place to monitor attendance and follow up absence, but plans to improve are not evident. Levels of unexplained absence are rising. Exclusions are few.	The school environment and ethos does not consistently support all aspects of behaviour, safety and attitudes to learning. School systems are not always effective in monitoring and/or improving attendance. Exclusions may be a cause for concern to LA.	The school environment and ethos does not support all aspects of behaviour, safety and attitudes to learning. School systems are not effective in monitoring and/or improving attendance. Exclusions may be a cause for concern to LA.	The school environment is not effective in supporting behaviour, safety and attitudes to learning. School systems are ineffective in improving attendance which shows a declining trend and/or exclusions are a cause for concern to the LA.
<b>PARTNERSHIP WITH PARENTS AND CARERS</b>	Highly successful strategies ensure that parents and carers are active partners in their children's learning and development.	Relationships with most parents and carers are positive and they are encouraged to contribute to their children's learning and development.	Relationships with many parents and carers are positive and they are encouraged to support and share information regarding their children's learning and development.	Some parents and carers have a positive view of the school and/or there are limited opportunities for involvement in their children's learning and development.	Few parents and carers have a positive view of the school. There are limited opportunities for involvement in their children's learning and development.	Strategies for engaging parents and carers are ineffective and they are unaware of their child's learning and development and how to support them.
<b>**SIGNIFICANT RISKS OR CONCERNS IMPACTING ON SCHOOL IMPROVEMENT</b>	No evidence of significant risks/concerns	Evidence of a risk/concern to further improvement of the school.	Evidence of more than one risk/concern to further improvement of the school.	Evidence of a number of risks/concerns to further improvement of the school.	Evidence of a number of high risks/concerns to further improvement of the school.	Evidence of significant risks/concerns to further improvement of the school.

## SPECIAL SCHOOL ALLOCATION BASED ON DESK TOP ANALYSIS AND INFORMATION. (REVIEWED TERMLY)

	<b>Band A</b>	<b>Band B</b>	<b>Band C</b>	<b>Band D</b>
	<b>Core offer (up to 2 days year)</b>	<b>Core offer plus (up to 3 days a year)</b>	<b>Core offer plus (up to 6 days a year)</b>	<b>Core offer plus (up to 9 days a year)</b>
<b>LEADERSHIP AND MANAGEMENT</b>	Secure consistent leadership and management, including governance.	Secure leadership and management.	Aspect/s of leadership and management insecure (new HT, acting HT, illness/long term absence in leadership team, GB posts unfilled or lack of measured challenge/support.	
<b>SCHOOL IMPROVEMENTS</b>	Strong record of continuous improvement based on accurate self-evaluation.	Planned improvement based on accurate self-evaluation but not necessarily demonstrating effective improvement over time.	Self-evaluation unclear or inaccurate with limited evidence of improvement over time.	
<b>ACHIEVEMENT AND PROGRESS</b>	Record of good or better and improving progress over time for all groups.	Record of good progress over time but limited movement towards outstanding progress or significant differences between groups.	Some groups or a number of individuals not making good progress over time.	
<b>ATTENDANCE AND EXCLUSIONS</b>	Attendance above 90% with pupils falling below this level only for medical reasons. No permanent exclusions. Temporary exclusions rare.	Attendance above 90% with a small minority of pupils falling below this level for other than medical reasons. Permanent exclusions very rare. Temporary exclusions of a very small number of pupils (less than 5% of pupils)	Attendance persistently below 90%. Limited evidenced of effective improvement strategies. Permanent exclusions evident. Frequent temporary exclusions.	
<b>PARENTS AND PUPILS</b>	High level of satisfaction with provision by parents and pupils.	High level of satisfaction with provision by parents and pupils.	Most parents and pupils expressing satisfaction with provision but a significant minority dissatisfied.	
<b>ENGAGEMENT WITH WIDER EDUCATION COMMUNITY</b>	Substantial evidence of engagement in and contribution to wider education community.	Some evidence of engagement in and contribution to wider education community.	Limited engagement with other schools and wider education community.	
<b>SIGNIFICANT RISKS (E.G. FINANCIAL DEFICIENT, PERSONNEL ISSUES, NUMBER OF QUALIFYING COMPLAINTS)</b>	No evidence of significant risks/concerns	Evidence of a particular risk to the further improvement of the school.	Evidence of significant risks to the further improvement of the school.	

**Band D** (as per mainstream schools) – Schools in an Ofsted category (3 or 4)

**PRIMARY SUPPORT BAND ALLOCATION, BASED ON DESK TOP ANALYSIS OF ALL AVAILABLE DATA AND INFORMATION  
– REVIEWED TERMLY**

	Band A	Band B		Band C		Band D
	<i>Core offer (up to 2 days year)</i>	<i>Core offer plus (up to 3 days a year)</i>		<i>Core offer plus (up to 6 days a year)</i>		<i>Core offer plus (up to 9 days a year)</i>
		B1	B2	C1	C2	
<b>LEADERSHIP AND MANAGEMENT (INCLUDING GOVERNANCE AND SAFEGUARDING)</b>	Leadership and management at all levels, including governance and curriculum provision are driving continuous and sustained improvement across all phases including Early Years. Excellent opportunities are provided to promote SMSC and physical development. No safeguarding concerns known to LA.	Leadership and management at all levels, including governance and curriculum provision are securing improvement across all phases including Early Years. Good opportunities are provided to promote SMSC and physical development. No safeguarding concerns known to LA.	Leadership and management including governance and curriculum provision are securing improvement across most phases including Early Years. Many opportunities are provided to promote SMSC and physical development. No safeguarding concerns known to LA.	Some aspect/s of leadership and management are not yet securing improvement. Opportunities are provided to promote SMSC and physical development. No safeguarding concerns known to LA.	Many aspects of leadership and management are not yet securing improvement. Some opportunities are provided to promote SMSC and physical development. Safeguarding is considered a potential issue by the LA	Significant aspect/s of leadership and management are not yet securing improvement. Few opportunities are provided to promote SMSC and physical development. Safeguarding concerns known to LA.
<b>ACHIEVEMENT</b>  <b>(*GROUPS – SPECIAL EDUCATIONAL NEEDS &amp; DISABILITIES, PUPIL PREMIUM, CHILDREN WHO ARE LOOKED AFTER, HIGH ACHIEVERS, GENDER AND ANY OTHERS RELEVANT TO THE SCHOOL'S CONTEXT).</b>	Attainment across all key stages is at least in line with national for the majority of pupils and most *groups. The majority of pupils make better than expected progress. Positive 3 year trend.	Attainment across all key stages is in line with national for the majority of pupils and there are no significant differences between groups*. The proportion of pupils making better than expected progress is broadly in line with national. Improving 3 year trend.	Attainment across all key stages is mostly in line with national for the majority of pupils and there are few significant differences between groups*. The proportion of pupils making better than expected progress is broadly in line with national. Improving 3 year trend.	Some groups or individuals significantly underachieving. Fluctuating 3 year trend or underperforming subject area.	Many groups or a number of individuals making insufficient progress over time and attainment is below national expectations. Declining 3 year trend.	Attainment and progress of a significant number of individuals or groups is consistently below national expectation and floor targets. Declining 3 year trend.
<b>LEARNING AND TEACHING</b>	Teaching in all key stages is never less than consistently good, leading to positive outcomes for all learners and is based on a range of evidence.	Teaching in all key stages is usually good, leading to positive outcomes for most learners and is based on a range of evidence.	Teaching in all key stages is often good, leading to positive outcomes for most learners and is based on a range of evidence.	Teaching is not consistently good leading to insufficient progress for individuals and some *groups, across a key stage based on a range of evidence.	Teaching is not consistently good leading to insufficient progress for individuals and some *groups across more than one key stage based on a range of evidence.	Teaching is inconsistent leading to insufficient progress for a significant proportion of pupils, based on a range of evidence.
<b>BEHAVIOUR AND SAFETY</b>	The school environment impacts	The school environment	The school	The school	The school	The school

<b>(INCLUDING ATTENDANCE AND EXCLUSIONS)</b>	significantly on behaviour, safety and attitudes to learning. Attendance over time is at or above national average. No permanent exclusions and fixed term exclusions rare.	positively supports behaviour, safety and attitudes to learning. Attendance over time is within 0.5% of the national average or exclusions are rare.	environment supports behaviour, safety and attitudes to learning. Attendance over time is within 0.5% of the national average. Plans to improve are not evident. Exclusions are few but rising.	environment does not consistently support all aspects of behaviour, safety and attitudes to learning. Attendance >0.5% below national average and / or exclusions are a cause for concern to LA.	environment does not support all aspects of behaviour, safety and attitudes to learning. Attendance >0.5% below national average and / or exclusions are a cause for concern to LA.	environment is not effective in supporting behaviour, safety and attitudes to learning. Attendance >0.5% is well below national average and / or exclusions are a cause for concern to LA.
<b>POTENTIAL RISKS OR CONCERNS IMPACTING ON SCHOOL IMPROVEMENT(EG: FINANCIAL CONCERNS, COMPLEX PERSONNEL ISSUES, NO.OF QUALIFYING COMPLAINTS, NEW HT, ACTING HT, ILLNESS/LONG TERM ABSENCE IN STAFFING, GB POSTS UNFILLED OR LACK OF MEASURED CHALLENGE/SUPPORT, BULLYING, EXTREMISM, CORE BRITISH VALUES, H&amp;S)</b>	No evidence of significant risks/concerns	Evidence of a risk/concern to further improvement of the school.	Evidence more than one risk/concerns to further improvement of the school.	Evidence of a number of risks/concerns to further improvement of the school.	Evidence of a number of high risks/concerns to further improvement of the school.	Evidence of significant risks/concerns to further improvement of the school.

## SECONDARY SUPPORT BAND ALLOCATION, BASED ON DESK TOP ANALYSIS OF ALL AVAILABLE DATA AND INFORMATION – REVIEWED TERMLY

	Band A	Band B		Band C		Band D
	Core offer (up to 2 days year)	Core offer plus (up to 3 days a year)		Core offer plus (up to 6 days a year)		Core offer plus (up to 9 days a year)
		B1	B2	C1	C2	
<p>Achievement</p> <p><sup>1</sup> National expectations/average at KS4 55% achieving A*-C (inc E+M)</p> <p><sup>2</sup> National average expected progression for English 70% and Maths 65%</p> <p><sup>3</sup> At KS4 above 49 points at KS5 52 points</p> <p>*Sizable/key groups - SEND, PP, CLA, HA, gender and any others relevant to the school's context</p> <p>Note disadvantaged students refers to PP and CLA as in RAISE online</p>	<p>Attainment across key stages and subjects is above national outcomes for almost all sizable/key* student groups. Attainment in English and Mathematics is above national<sup>1</sup> for the cohort.</p> <p>The proportion of students achieving the highest grades<sup>3</sup> at KS4 and 5 is above National for the majority of subjects.</p> <p>The proportion of students making and exceeding expected progress in both English and Maths (KS2-4) is significantly above National<sup>2</sup>.</p> <p>Attainment and progress of disadvantaged students exceeds that of other students nationally at KS4 and KS5</p> <p>Current data indicates high attainment is sustained or improving.</p>	<p>Attainment across key stages, and subjects, is above national for the majority of students and there are no significant differences between sizable/key groups*.</p> <p>Attainment in English and Mathematics is in line with national<sup>1</sup> for the cohort.</p> <p>The proportion of students achieving the highest grades<sup>3</sup> at KS4 and 5 is in line with National for the majority of subjects.</p> <p>The proportion of students making and exceeding expected progress in English and Maths (KS2-4) is above national outcomes<sup>2</sup></p> <p>The attainment and progress of disadvantaged students are similar to/or above other students nationally at KS4 and KS5.</p> <p>Current data shows attainment is improving at both key stages.</p>	<p>Attainment across key stages, is in line with national for the majority of students and there are no significant differences between sizable groups* or subjects. Attainment in English and/or Mathematics is in line with national<sup>1</sup> for the majority of the cohort.</p> <p>The proportion of students achieving the highest grades<sup>3</sup> at KS4 or 5 is in line with National for the majority of subjects.</p> <p>The proportion of students making expected progress in English and Maths (KS2-4) is above national outcomes<sup>2</sup></p> <p>Disadvantaged students make similar progress to other students in the school at KS4 and KS5.</p> <p>Current data shows attainment and/or progress is increasing</p>	<p>Attainment across key stages, and subjects, is broadly in line with national for the majority of students but there are some significant differences between sizable groups* or key subjects.</p> <p>Attainment in English and Mathematics is slightly below national<sup>1</sup>.</p> <p>The proportion of students achieving the highest grades<sup>3</sup> at KS4 or 5 is below national for several of subjects.</p> <p>The proportion of students making expected progress in English and Maths (KS2-4) is in line with national outcomes<sup>2</sup>.</p> <p>The attainment and progress of disadvantaged students are in line with other students in the school in at least one key stage.</p> <p>Current data shows attainment at KS4 will be in line with National at the end of the academic year.</p>	<p>Attainment across most key stages, and subjects, is below national and there are some significant differences between sizable groups* or subjects.</p> <p>Attainment in English and Mathematics is below national<sup>1</sup>.</p> <p>A small proportion of students achieve the highest grades<sup>3</sup> at KS4 and/or KS5.</p> <p>The proportion of students making expected progress in English and/or Maths (KS2-4) is below national outcomes<sup>2</sup></p> <p>Disadvantaged students make slower progress than other students in the school at KS4 or 5 but not significantly slower.</p> <p>Current data indicates a decline in attainment at either key stage.</p>	<p>Attainment in most subjects is consistently below national for a significant number of individuals or groups.</p> <p>Attainment in English and Mathematics is significantly below national<sup>1</sup>.</p> <p>A small proportion of students achieve the highest grades<sup>3</sup> at KS4.</p> <p>Attainment at KS5 is significantly below national.</p> <p>The proportion of students making expected progress in English and/or Maths (KS2-4) is significantly below national outcomes<sup>2</sup> with very few students exceeding expected progress. Results show the school is below floor targets at KS4.</p> <p>The progress made by disadvantaged students is well below that of other students in the cohort at KS4 or KS5.</p> <p>Attainment or progress is declining rapidly at either key stage.</p>



## Education &amp; Children's Service Overview and Scrutiny Committee

## Latest Ofsted Inspection Judgements for all Schools &amp; Academies (19/06/2015)

## Key

1 – Outstanding

2 – Good

3 - Requires improvement

4 - Inadequate

(Grade Descriptors are provided on Pages 6 - 8)

Name of School	Postcode	Type of School	Date of when they became Academy	Inspection Date	Overall	Achievement	T&L	Behaviour	L&M	EYFSP	Sixth Form	% of Pupil Premium	Comments
Alumwell Nursery	WS2 9UP	Nursery LA		09/01/2014	1	1	1	1	1			-	
Fullbrook Nursery	WS5 4NN	Nursery LA		28/06/2013	1	1	1	1	1			-	
Lane Head Nursery	WV12 4JQ	Nursery LA		02/02/2012	1	1	1	1	1			-	
Millfields Nursery	WS3 3LX	Nursery LA		04/10/2013	1	1	1	1	1			-	
Ogley Hay Nursery	WS8 6AU	Nursery LA		16/11/2012	1	1	1	1	1			-	
Rowley View Nursery	WS10 7RU	Nursery LA		03/10/2013	1	1	1	1	1			-	
Sandbank Nursery	WS3 2HR	Nursery LA		14/09/2012	1	1	1	1	1			-	
Valley Nursery	WS3 1HT	Nursery LA		08/03/2012	1	1	1	1	1			-	
Abbey Primary	WS3 2RP	Primary LA		06/03/2013	2	2	2	2	2			59	
Alumwell Infant	WS2 9UP	Primary LA		09/10/2014	3	3	3	3	3	2		39	
Alumwell Junior	WS2 9UP	Primary LA		03/10/2013	2	2	2	2	2			52	
Barcroft Primary	WV13 1NF	Primary LA		08/12/2011	2	2	2	2	2	2		56	
Beacon Primary	WV12 5HA	Primary LA		25/02/2015	3	3	3	2	2	3		53	Leadership & Management judged a grade higher than overall grade
Bentley West Primary	WS2 0EQ	Primary LA		25/09/2013	2	2	2	2	2			33	
Birchills CE Academy	WS2 8NF	Primary AS	01/07/2013	16/01/2015	3	3	3	2	2	2		47	Leadership & Management judged a grade higher than overall grade
Blackwood	B74 3PH	Primary LA		23/09/2011	2	2	2	2	2	2		4	
Blakenall Heath Junior	WS3 3JF	Primary LA		09/01/2015	3	3	3	2	2			82	Leadership & Management judged a grade higher than overall grade
Bloxwich CE Primary	WS3 3LP	Primary LA		15/11/2013	4	4	4	4	4			47	Special Measures
Blue Coat CE Infant	WS1 3AF	Primary LA		20/06/2013	2	2	2	2	2			35	
Blue Coat CE Junior	WS1 2LP	Primary LA		01/05/2015	2	2	2	2	2			45	

Name of School	Postcode	Type of School	Date of when they became Academy	Inspection Date	Overall	Achievement	T&L	Behaviour	L&M	EYFSP	Sixth Form	% of Pupil Premium	Comments
Brownhills West Primary	WS8 7LA	Primary LA		01/02/2012	2	2	2	2	2			54	
Busill Jones Primary	WS3 2QF	Primary LA		06/11/2013	3	3	3	2	3			57	
Butts Primary	WS4 2AH	Primary LA		08/10/2014	2	2	2	2	1	2		49	Removed from Special Measures Oct 2014 to Good Leadership & Management judged a grade higher than overall grade
Caldmore Village Primary	WS1 3RH	Primary LA		09/10/2013	3	3	3	3	3			46	
Castlefort JMI	WS9 9JP	Primary LA		25/01/2012	2	2	2	2	2			43	
Charles Cuddy Walker Academy	WS2 7BH	Primary AS	01/01/2013	19/03/2015	3	3	3	3	3	2		62	
Christ Church CE JMI	WS3 1EN	Primary LA		01/05/2013	2	2	2	2	2			56	
Chuckery Primary	WS1 2DZ	Primary LA		13/03/2014	3	3	3	2	2			39	Leadership & Management judged a grade higher than overall grade
Cooper and Jordan Primary	WS9 8NH	Primary LA		12/03/2015	2	2	2	2	2	2		8	
County Bridge Primary	WS2 0DH	Primary LA		16/10/2014	3	3	3	2	3	3		49	
Croft Academy	WS2 8JE	Primary AS	01/09/2012	03/07/2014	3	3	3	3	3			49	
Delves Infant and Nursery	WS5 4PU	Primary LA		15/09/2010	2	2	2	1	2	2		29	
Delves Junior	WS5 4PU	Primary LA		19/09/2013	2	2	2	2	2			36	
Edgar Stammers Primary	WS3 1RQ	Primary AC	01/07/2013	08/05/2015	4	4	4	3	3	3		67	Serious Weakness
Elmore Green Primary	WS3 2HW	Primary LA		20/03/2014	1	1	1	1	1			39	
Fibbersley Park Primary	WV13 3BB	Primary LA		20/09/2012	1	1	1	1	1			43	
Goldsmith Primary Academy	WS3 1DL	Primary AS	01/09/2012	11/06/2014	2	2	2	2	2			77	
Greenfield Primary	WS4 1PL	Primary LA		21/09/2012	2	2	2	2	2			35	
Hillary Primary	WS2 9BP	Primary LA		07/10/2011	2	2	2	2	2	2		41	
Holy Trinity CE Primary	WS8 7EG	Primary LA		05/07/2013	2	2	2	2	2			11	
Jubilee Academy Mossley	WS3 2SQ	Primary AC	01/09/2012	04/03/2015	2	2	2	2	2	2		63	
King Charles Primary	WS2 0JN	Primary LA		21/05/2014	3	3	3	2	3			53	
King's Hill Primary	WS10 9JG	Primary LA		14/11/2013	4	4	4	3	4			41	Special Measures
Leamore Primary	WS3 2BB	Primary LA		23/10/2013	4	4	4	3	4			55	Special Measures
Leighswood	WS9 8HZ	Primary LA		09/02/2012	2	2	2	2	2			21	
Lindens Primary	B74 2BB	Primary LA		04/02/2010	1	1	1	1	1	1		14	
Little Bloxwich CE Primary	WS3 3DL	Primary LA		31/01/2013	2	2	2	2	2			42	

Name of School	Postcode	Type of School	Date of when they became Academy	Inspection Date	Overall	Achievement	T&L	Behaviour	L&M	EYFSP	Sixth Form	% of Pupil Premium	Comments
Lodge Farm JMI	WV12 4BU	Primary LA		18/10/2013	4	4	4	4	4			42	Special Measures
Lower Farm Primary	WS3 3QH	Primary LA		21/05/2014	2	2	2	2	2			20	
Manor Primary	B74 3HX	Primary LA		12/09/2012	2	2	2	1	2			3	
Meadow View JMI	B43 7UJ	Primary LA		28/09/2012	2	2	2	1	2			23	
Millfield Primary	WS8 6BN	Primary LA		09/03/2012	2	2	2	2	2			51	
Moorcroft Wood Primary	WV14 8NE	Primary LA		14/02/2014	2	2	2	2	2			55	
New Invention Infant	WV12 5SA	Primary LA		30/01/2007	1	1	1	1	1	1		16	
New Invention Junior	WV12 5SA	Primary LA		19/09/2013	2	2	2	2	2			22	
Old Church CE Primary	WS10 8DL	Primary LA		02/04/2014	2	2	2	2	2			35	
Palfrey Infant	WS1 4HY	Primary LA		05/03/2009	1	1	1	1	1	1		25	
Palfrey Junior	WS1 4LA	Primary LA		06/11/2013	4	4	4	3	4			32	Special Measures
Park Hall Infant Academy	WS5 3HF	Primary AC	01/10/2010	25/02/2008	1	1	1	1	1	1		4	
Park Hall Junior Academy	WS5 3HF	Primary AC	01/01/2012	09/03/2012	2	2	2	2	2			8	
Pelsall Village	WS3 4NJ	Primary LA		23/01/2014	2	2	2	2	2			46	
Pheasey Park Farm Primary	B43 7LH	Primary LA		20/06/2014	3	3	3	2	3			18	
Pinfold Street JMI	WS10 8PU	Primary LA		07/05/2015	3	3	3	2	2	2		53	Leadership & Management judged a grade higher than overall grade
Pool Hayes Primary	WV12 4RX	Primary LA		13/02/2013	2	2	2	2	2			27	
Radleys Primary, The	WS4 1JJ	Primary LA		05/03/2015	2	2	2	2	2	2		45	
Reedswood E-Act Academy	WS2 8RX	Primary AS	01/09/2012	30/01/2014	3	3	3	2	3			49	
Rivers Primary Academy	-	Primary AS	-	No Report Published								68	
Rosedale CE Infant	WV12 4EG	Primary LA		24/04/2013	2	2	2	2	2			25	
Rough Hay Primary	WS10 8NQ	Primary AC	01/02/2013	19/09/2014	3	3	3	3	3	3		68	
Rushall JMI	WS4 1NQ	Primary LA		04/07/2012	1	1	1	1	1			31	Inspected 11/6/15 - Awaiting for Report
Ryders Hayes	WS3 4HX	Primary AC	01/04/2011	21/11/2007	1	2	1	1	1	2		20	
Salisbury Primary	WS10 8BQ	Primary LA		22/01/2015	2	2	2	2	2	2		45	
Short Heath Junior	WV12 4DS	Primary LA		23/04/2015	3	3	3	2	3			31	
St Anne's Catholic Primary	B74 3PL	Primary LA		25/09/2013	1	1	1	1	1			8	
St Bernadette's Catholic Primary	WS8 6HX	Primary LA		16/10/2013	2	2	2	2	2			29	

Name of School	Postcode	Type of School	Date of when they became Academy	Inspection Date	Overall	Achievement	T&L	Behaviour	L&M	EYFSP	Sixth Form	% of Pupil Premium	Comments
St Francis Catholic Primary	WS4 1RH	Primary LA		10/12/2014	2	2	2	1	2	2		32	Removed from Special Measures Dec 2014 to Good
St Giles CE Primary	WV13 2ER	Primary LA		06/03/2014	2	2	2	2	2			46	
St James Primary	WS8 6AE	Primary LA		04/10/2013	3	3	3	2	3			58	
St John's CE Primary	WS9 9NA	Primary LA		05/10/2011	1	2	1	1	1	2		22	
St Joseph's Catholic Primary	WS10 8HN	Primary LA		14/09/2012	2	2	2	2	2			37	
St Mary of the Angels Catholic	WS9 0HA	Primary LA		13/12/2012	2	2	2	2	2			10	
St Mary's the Mount Catholic	WS1 3AY	Primary LA		11/10/2013	1	1	1	1	1			8	
St Michael's CE Primary	WS3 4JJ	Primary LA		29/02/2012	2	2	2	2	2			14	
St Patrick's Catholic Primary	WS2 8HN	Primary LA		09/07/2014	3	3	3	2	3			40	
St Peter's Catholic Primary	WS3 3LY	Primary LA		23/10/2013	2	2	2	2	2			31	
St Thomas of Canterbury	WS3 1SP	Primary LA		11/10/2011	2	2	2	2	2	2		54	
Sunshine Infant and Nursery	WS3 1HF	Primary LA		03/07/2012	2	2	2	2	2			75	
Walsall Wood	WS8 7BP	Primary LA		18/05/2012	2	2	2	1	1			38	Leadership & Management judged a grade higher than overall grade
Watling Street Primary	WS8 7LW	Primary LA		19/01/2009	1	1	1	1	1	2		26	
Whetstone Field Primary	WS9 0HJ	Primary LA		26/09/2014	2	2	2	2	2	2		14	
Whitehall Junior Community	WS1 3JY	Primary LA		12/12/2013	2	2	2	2	2			53	
Whitehall Nursery and Infant	WS1 3HS	Primary LA		17/12/2014	1	1	1	1	1	1		44	
Woodlands Academy	WV12 5PR	Primary AC	01/07/2012	19/04/2013	2	2	2	2	2			31	
<b>Secondary Schools</b>													
Aldridge School	WS9 0BG	Secondary AC	01/04/2012	22/11/2012	2	2	2	2	2		3	25	
Barr Beacon School	WS9 0RF	Secondary AC	01/07/2011	10/01/2014	1	1	1	1	1		2	18	
Black Country UTC	WS3 2PA	Secondary AS	01/09/2011	11/03/2015	4	4	4	4	4			11	Special Measures - Closes 31/08/2015
Blue Coat CE Academy	WS1 2ND	Secondary AS	01/09/2012	25/09/2014	2	2	2	2	2			45	
Brownhills School	WS8 7QG	Secondary LA		07/06/2013	2	2	2	2	1		2	52	Leadership & Management judged a grade higher than overall grade
Grace Academy Darlaston	WS10 8QJ	Secondary AS	01/09/2009	21/05/2015	3	3	3	2	2			53	
Joseph Leckie Academy	WS5 4PG	Secondary AC	01/02/2012	25/04/2013	2	2	2	2	2		2	42	
Ormiston Sheffield Academy	WS4 1BW	Secondary AS	01/01/2009	23/01/2014	4	4	4	2	4			41	Inspected 20/5/15 - Awaiting for Report
Pool Hayes Arts and Community	WV12 4QZ	Secondary LA		26/09/2013	3	3	3	3	3			37	

Name of School	Postcode	Type of School	Date of when they became Academy	Inspection Date	Overall	Achievement	T&L	Behaviour	L&M	EYFSP	Sixth Form	% of Pupil Premium	Comments
Queen Mary's Grammar	WS1 2PG	Secondary AC	01/06/2011	19/11/2008	1	1	2	1	2		2	6	
Queen Mary's High	WS4 2AE	Secondary AC	01/06/2011	21/03/2007	1	2	2	1	1			11	
Shire Oak Academy	WS9 9PA	Secondary AC	01/04/2011	21/11/2014	2	2	2	1	2		3	26	
St Francis of AC Technology	WS9 0RN	Secondary LA		17/05/2013	2	2	2	1	2		1	15	
St Thomas More Catholic	WV14 7BL	Secondary LA		08/01/2014	3	3	3	3	3			35	
The Mirus Academy	WS2 7NR	Secondary AS	01/01/2012	07/11/2013	4	4	4	4	4			62	Special Measures
The Streetly Academy	B74 2EX	Secondary AC	01/12/2011	13/12/2012	1	1	1	1	1		3	24	
Walsall Academy	WS3 3LX	Secondary AS	01/09/2003	20/04/2012	2	2	2	1	1		1	21	Leadership & Management judged a grade higher than overall grade
West Walsall E-Act Academy	WS2 9UA	Secondary AS	01/09/2012	29/01/2014	4	4	4	3	4			51	Special Measures
Willenhall E-ACT Academy	WV12 4BD	Secondary AS	01/01/2012	04/03/2015	3	3	3	3	3			43	Removed from Special Measures March 2015 to Requires Improvement
Castle BE College	WS3 2ED	Special LA		17/07/2013	1	1	1	1	1		1	81	
Elmwood	WS4 1EG	Special LA		19/03/2014	2	2	2	2	2			82	
Mary Elliot	WS2 7NR	Special LA		09/10/2014	2	2	2	2	2			49	
Oakwood	WS9 9JS	Special LA		19/03/2014	1	1	1	1	1			49	
Old Hall	WS2 7LU	Special LA		02/07/2014	2	2	2	1	2			68	
Phoenix Primary EBD	WS3 2ED	Special LA		04/12/2014	2	2	2	2	2			86	
The Jane Lane School	WS2 0JH	Special LA		06/03/2014	2	2	2	2	2		2	82	
New Leaf Centre	WS4 1NG	PRU LA		30/01/2015	2	2	2	2	2			-	
The Shepwell Centre	WV13 2QJ	PRU LA		26/11/2014	2	2	2	1	2			-	

**Summary of Published Ofsted Inspection Reports for All Schools & Academies**

**Judgement: Overall Inspection Grade**

Overall									
Jun-15	Good / Better	Outstanding	Good	Requires Improvement	Inadequate	Total Inspections	No Data	Total No. Schools	
<b>Nursery LA</b>	100% (8)	100% (8)	-	-	-	8	0	8	
<b>Primary</b>	LA Maintained	75% (54)	15.3% (11)	59.7% (43)	18.1% (13)	6.9% (5)	72	0	72
	Academy Converters	71.4% (5)	28.6% (2)	42.9% (3)	28.6% (2)	-	7	0	7
	Academy Sponsor Led	20% (1)	-	20% (1)	80% (4)	-	5	0	5
	Academies Overall	50% (6)	16.7% (2)	33.3% (4)	50% (6)	0% (0)	12	0	12
	Primary Overall	71.4% (60)	15.5% (13)	56% (47)	22.6% (19)	6% (5)	84	0	84
<b>Secondary</b>	LA Maintained	50% (2)	-	50% (2)	50% (2)	-	4	0	4
	Academy Converters	100% (7)	57.1% (4)	42.9% (3)	-	-	7	0	7
	Academy Sponsor Led	25% (2)	-	25% (2)	25% (2)	50% (4)	8	0	8
	Academies Overall	60% (9)	26.7% (4)	33.3% (5)	13.3% (2)	26.7% (4)	15	0	15
	Secondary Overall	57.9% (11)	21.1% (4)	36.8% (7)	21.1% (4)	21.1% (4)	19	0	19
<b>Special LA</b>	100% (7)	28.6% (2)	71.4% (5)	-	-	7	0	7	
<b>Pru LA</b>	100% (2)	-	100% (2)	-	-	2	0	2	
<b>Overall</b>	LA Maintained	78.5% (73)	22.6% (21)	55.9% (52)	16.1% (15)	5.4% (5)	93	0	93
	Academy Converters	85.7% (12)	42.9% (6)	42.9% (6)	14.3% (2)	-	14	0	14
	Academy Sponsor Led	23.1% (3)	-	23.1% (3)	46.2% (6)	30.8% (4)	13	0	13
<b>All Schools</b>	73.3% (88)	22.5% (27)	50.8% (61)	19.2% (23)	7.5% (9)	120	0	120	

**Type of School**

LA – Local Authority Maintained

AC- Academy Converter

AS – Academy Sponsor Led

**Pupil Premium**

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

**Ofsted Grade Descriptors**

**1 - Outstanding**

- Teaching is outstanding and, together with a rich, relevant, broad and balanced curriculum, contributes to outstanding learning and achievement, significant growth in pupils' knowledge, and excellent attitudes to learning. Exceptionally, achievement may be good and rapidly improving.

- Pupils and particular groups of pupils have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment.
- There is excellent practice that ensures that all pupils have high levels of literacy and mathematical knowledge, understanding and skills appropriate to their age. (*Pupils whose cognitive ability is such that their literacy skills are likely to be limited make excellent progress appropriate to their age and capabilities.*)
- The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including the most able, disabled pupils and those with special educational needs.
- Best practice is spread effectively in a drive for continuous improvement.
- Other principal aspects of the school's work are good or outstanding.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community.

## 2 - Good

- Pupils benefit from teaching that is at least good. This leads to substantial growth in pupils' knowledge, promotes very positive attitudes to learning and ensures that pupils are achieving well.
- Pupils and particular groups of pupils have highly positive educational experiences at school that ensure that they are well prepared for the next stage in their education, training or employment.
- Pupils' progress is not held back by an inability to read accurately and fluently, or to use their mathematical knowledge, understanding and skills effectively. Those pupils who have fallen behind are being helped to make substantial and sustained progress in their reading.
- The school takes effective action to enable most pupils, including the most able, disabled pupils and those with special educational needs, to reach their potential.
- Other principal aspects of the school's work are likely to be at least good.
- Deliberate and effective action is taken to create a cohesive learning community through the promotion of pupils' spiritual, moral, social and cultural development. There is a positive climate for learning.

## 3 - Requires improvement

- The school requires improvement because one or more of the four key judgements requires improvement (grade 3) and/or there are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development.

## 4 - Inadequate

The school is likely to be inadequate if inspectors judge **any** of the following to be inadequate:

- The achievement of pupils
- Pupils' progress in literacy

- The quality of teaching
- The behaviour and safety of pupils
- The quality of the leadership in, and management of, the school

and/or

- There are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development, so **that pupils are intolerant of others and/or reject any of the core values fundamental to life in modern Britain.**