

Review of OFSTED reports of Walsall Schools

As you know at various points in the COVID 19 pandemic OFSTED inspections have been suspended or only carried out when safeguarding issues have arisen.

The following inspection reports have been published between **19th February 2022 and 6th June 2022**

Willenhall E Act Academy Monitoring inspection 9 February

No comment on RE

Blakenall Heath Junior School Good 25-26 January

Pupils learn to respect difference. They understand that people hold different beliefs and have different characteristics.

Leaders plan trips and afterschool clubs to broaden pupils' experiences. COVID-19 has made this difficult, but leaders have found some ways round this. For example, they have invited visitors into school instead of pupils going on trips.

Delves Infant School Outstanding 1-2nd March

Pupils are respectful of others and welcoming to all.

Delves Junior School Good 25-26 January

They recognise and respect others' differences.

Little Bloxwich CofE VC Primary School Good 2-3 February

Pupils go on trips to different places and learn about the diversity of the world.

Park Hall Junior Academy Good 2-3 March

No comment on RE

Rivers Primary Academy Good 8-9 February

The curriculum promotes pupils' appreciation of different cultures. Pupils learn about the importance of tolerance and respect for others. They debate current affairs and express their opinions. These sessions deepen pupils' understanding of the democratic process.

St Francis Catholic Academy (Primary) Good 1-2 March

No comment on RE as this is a Voluntary aided school and RE is commented on in Section 48 inspections.

Woods Bank Academy (primary) Requires Improvement 1-2 February (RE deep dive)

However, in several subjects, they have not thought carefully enough about what they want pupils to remember or to be able to do. In religious education (RE), for example, staff tell pupils lots of facts about different religions but do not check that they understand the most important aspects.

In several subjects, including PE, RE, science and computing, leaders have not identified the important things that pupils need to know and remember. Similarly, teachers' and leaders' checks on learning do not necessarily check the right things. This means that they do not know enough

about the quality of learning. Leaders should identify the most important knowledge that pupils need to remember in these subjects. Once they have done that, they should find efficient ways to check whether teaching is enabling pupils to know and remember these things