

Wilson Stuart School

Perry Common Road, Erdington, Birmingham, B23 7AT

Inspection dates 4–5 February 2015

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1
Sixth form provision	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Wilson Stuart School has extended its outstanding work with its pupils.
- The school has further improved its work with older students and with links in the community to support pupils' learning. It now provides improved training opportunities for aspiring teachers and teaching assistants.
- Teaching is outstanding. It enables pupils to achieve exceptionally well and provides them with a love of learning.
- The outstanding early years provision provides an excellent start for young children, so that they are well prepared for learning as they mature through the school.
- The leadership and management of the school are outstanding at all levels. The work with parents and numerous community partners is first class.
- The outstanding sixth form provision prepares students exceptionally well for later life and provides an excellent transition for the new 19-25 provision.
- All pupils, including those in the early years, make outstanding progress. This is because each pupil is treated as unique and the school does all it can to meet his or her specific needs.
- The behaviour and safety of pupils are outstanding. Pupils relish school. They are eager learners and this contributes to their excellent academic and personal development. Pupils are first class ambassadors for the school.
- The headteacher, senior leaders and governors have created an excellent learning climate, where pupils feel comfortable, confident and achieve outstandingly well.

Information about this inspection

- The inspection team observed 17 lessons, most of which were jointly observed with different members of the senior leadership team.
- Discussions were held with senior leaders, teaching staff, pupils and the governing body of the academy board.
- The inspection team took account of 40 responses from parents and carers to the online questionnaire, Parent View, and also considered the school's recent survey of 111 parents' and carers' views. A meeting was held with a group of parents. Responses from 91 staff to the Ofsted questionnaire were also taken into account.
- The inspection team looked at a range of documentation including the school's information on pupils' progress, its self-evaluation, development plans and information relating to the safeguarding of students. Inspectors also carried out a scrutiny of their work.

Inspection team

Frank Price, Lead inspector	Additional Inspector
Christine Fraser	Additional Inspector
Jayne Clemence	Additional Inspector

Full report

Information about this school

- All the students have a statement of special educational needs, or education, health and care plans, for a range of physical disabilities, complex learning needs such as sensory impairments, learning and communication difficulties or complex medical conditions.
- An above average proportion of students are known to be eligible for additional funding known as pupil premium funding. This is additional government funding for those known to be eligible for free school meals or who are looked after.
- Nearly a third of pupils speak English as an additional language.
- There are separate departments for early years, primary, secondary and sixth form provision.
- The school has a physical disability support service that provides training for schools across Birmingham and support students with physical disabilities in mainstream settings.
- The school does not use any alternative providers.
- In September 2013 the 19-25 vocational programme for students was launched in partnership with University College Birmingham.
- Wilson Stuart School converted to an academy school in July 2012. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be outstanding.

What does the school need to do to improve further?

- Accelerate pupils' outstanding progress through securing the school's marking policy so pupils' work is marked in a consistent manner, setting out how they can further improve their work.

Inspection judgements

The leadership and management are outstanding

- The headteacher provides inspirational leadership and management. Leadership and management at all levels of the school are exceptional and leaders set a culture of high expectations and standards for pupils and staff. The leadership and management of senior leaders are outstanding. Senior leaders are enthusiastic and drive forward improvements with rigour. Pupils flourish academically and personally through the excellent opportunities provided by the school.
- Pupils have a wide range of experiences they can follow, through after-school and lunchtime clubs, trips and residential experiences. These opportunities promote pupils' self-esteem and confidence excellently. The school strongly promotes equality of opportunity enabling pupils to be fully included in all that is on offer. Relationships are extremely positive and everyone is valued as an individual. There is no discrimination.
- Middle leadership is excellent. Leaders have a clear overview of their areas of responsibility and how they plan to improve further, through annual faculty review meetings. They receive excellent training and ensure there is rigorous checking of their areas of responsibility.
- The school's view of its own effectiveness is comprehensive and accurate and is moderated by an external consultant who provides challenge and support. School development planning is equally meticulous and provides a blueprint for future improvements. The school has an excellent teaching and learning review cycle, which checks the quality of teaching closely and has sustained outstanding teaching across the school.
- Older students receive excellent careers guidance and advice through the school-based placement officers. They ensure they are provided with the best options which are suitable for them.
- The pupil premium funding has been well used. This has helped eligible pupils to perform slightly better than their peers. Support programmes have enabled improvements in literacy, numeracy and communication.
- The school provides an extremely effective support service to help pupils with physical disabilities in 75 other schools. High quality advice and training is made available to staff in a range of settings.
- The work of staff is closely checked and there is a strong link between the quality of teaching and salary progression. Staff are well trained and knowledgeable. The school also provides excellent training opportunities for aspiring teachers and teaching assistants.
- The range of subjects provided for pupils of all ages and ability is excellent. This enables higher attaining pupils to gain nationally recognised qualifications. Less-able pupils are provided with sensory and movement lessons to which they respond well. British values are actively promoted so that pupils develop an understanding and pride in British identity and are well prepared for life in modern Britain. For example, pupils understand and demonstrate values such as tolerance for each other, respect for the law and participate in ballots to elect members of the school council. Posters which encapsulate British values are visible around the school encouraging pupils to discuss these concepts freely.
- Following the removal of National Curriculum levels, the school is developing its own preferred method of assessment and is on track to implement this in September 2015.
- The school's sporting and physical education practice is outstanding. This best practice has been spread across the region through the establishment of the Wilson Stuart Active Society, which works with an ex-Olympian to support approximately 37 schools. This has increased pupils' participation in sport across the region. The primary physical education and sport premium has been well used to increase pupils' participation in sport, with resultant benefits on their health, well-being and self-esteem.

- The school has an excellent capacity to improve further, with an able senior leadership team and governing body. The school is not complacent and has ambitious plans for further initiatives. An example of the innovative leadership and management is the newly established 19-25 provision in conjunction with University College Birmingham.
- The school's arrangements to ensure pupils are safe and protected meet statutory requirements and are robust.
- **The governance of the school:**
 - Governance is highly effective. The governing body is well informed and active. It has been instrumental in the conversion to academy status and has ensured that the school has benefited from this. Through clear information made available to governors by the school, and their regular visits, they know that teaching is outstanding.
 - Governors are involved in whole-school development planning days. They understand how well pupils achieve, including those who receive additional funding. They hold the school to account well and provide rigorous challenge. For example, they ask searching questions about how targets are set for pupils. They are provided with enough information to help them to know strengths and areas for improvement in pupils' achievement.
 - Governors have ensured that the work of all staff is checked well, including that of the headteacher. They have set challenging targets for him to achieve. Good and better teaching is rewarded appropriately and rare under-performance is tackled swiftly.
 - Governors are well trained and have ensured strong safeguarding arrangements are in place. Finances are well managed.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Behaviour in classes and around the school is exemplary. Lunchtimes and break times are important social occasions where pupils socialise freely, listen to the school radio station, and enjoy well-established and supportive relationships.
- Pupils typically are thoroughly absorbed in their learning in all subjects. This has a strong impact on their rate of progress. Pupils take pride in their school and show respect to people and property.
- Members of the school council take their responsibilities seriously and with maturity, recognising they represent the views of other pupils as well as their own.
- Incidents of bullying or unkindness are rare, but pupils have confidence in staff to share any concerns. One pupil summed up the school saying, 'The school is like a big family, everyone looks out for one another and the support is fantastic. I love it!'
- Pupils' overall attendance is below average, but this is due to life-limiting conditions and periods in hospital. When these factors are taken into account attendance is above average. There are no exclusions.
- Pupils' spiritual, moral, social and cultural development is excellently promoted through sport, music, performing arts and other aspects of the school's curriculum. Pupils enjoy celebrations from a wide range of cultures, faiths and traditions. Pupils learn to be proud to be British and why, celebrating notable achievements and people.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils are at ease, secure with adults and overwhelmingly safe in their learning environment.
- Pupils have an excellent understanding of how to form positive relationships. This contributes very well to their safety because of the extensive work the school undertakes in this area and through the trusting and supportive relationships evident throughout the school.

- Pupils are taught how to keep themselves safe online and to prevent cyber-bullying. The school makes available support for parents, through workshops.
- Pupils are safe from bullying. These incidents are rare and pupils have confidence in staff to share any concerns they may have and know that these will be acted upon. Parents believe their children are happy and safe in school.
- The suitability of staff is checked thoroughly, and safeguarding arrangements are secure to ensure pupils are protected.
- Arrangements for trips and residential visits are checked to ensure pupils are safe in out-of-school activities.

The quality of teaching is outstanding

- Staff know pupils exceptionally well and are very skilled at the physical management of pupils. This means that there is minimal disruption to learning because staff attend very effectively to pupils' health-related needs. The positioning of pupils, so that they are in the best place to learn, is carefully addressed. Some pupils use standing frames, while others may use switches or other technology to enable them to participate fully in lessons.
- Teaching is lively and engages pupils exceptionally well. A wide variety of styles is used. Humour is often used to get the best out of pupils. Often learning is practical; for example when working out the perimeter of an area in mathematics, pupils were given visual demonstrations and were encouraged to be active learners.
- Where appropriate, more-able pupils assess their own and each other's work, identifying strengths and what could be improved. Pupils are given ample opportunities to work in pairs or groups, and their positive attitudes to learning and each other enables this to be done in a constructive way.
- Team working is outstanding. Teachers and teaching assistants work closely together and other professionals, such as speech and language specialists and physiotherapists, all liaise to focus their efforts on overcoming pupils' difficulties.
- Very effective use is made of technology in the form of switches, tablet computers and synthesised voice technology to enable pupils to communicate as effectively as possible. Signing and symbols are also used to maximum effect. As a result, pupils become more confident communicators.
- Literacy and mathematics are presented in interesting ways for pupils. For example, in English, pupils worked in pairs to discuss ideas on how presentation of work could be improved. More-able pupils studied First World War poetry and wrote extended pieces of work to a high standard. Younger pupils develop letter formation by forming letters in shaving foam or sand.
- Mathematics is often taught in a practical way, so that pupils can use their mathematical knowledge in functional situations such as handling money in the local shops to buy specified items.
- The quality of teaching phonics (letters and the sounds they make) is very effective. Some emerging readers have made rapid progress in their reading and writing skills as a result of the focus on this area.
- On occasions, the marking of pupils' work is not always consistent across the school, and does not make clear how to improve their work further.

The achievement of pupils is outstanding

- Nearly all pupils make good or better progress in mathematics, English, science and in their

communication skills. Children in the early years provision make excellent progress from low starting points. Pupils' excellent attitudes to learning contribute to their outstanding progress.

- Disadvantaged pupils close the gap in attainment on their peers and slightly outperform them, due to the extra help and support they receive through additional funding. All other groups of pupils, including those who speak English as an additional language, achieve equally well.
- Assessment information is analysed carefully to show where pupils may not be achieving as well as expected, so that action can be taken.
- Pupils' increased mobility skills and sporting abilities are strengths. This is because activities are adapted very well to enable them to participate in sports at regional and national levels. Pupils benefit from the high quality expertise of coaches in disability sport.
- The most-able pupils are stretched very well. As they get older they achieve qualifications in a range of subjects, with some achieving creditable GCSE grades. The school enters some pupils for early entry examinations to give them confidence and then uses this as a springboard to achieve a higher grade at a later date, which is appropriate for their needs.
- In English, pupils read widely. Younger pupils develop their understanding well of how to sound out words. Older pupils talk knowledgeably about texts and read with good expression and interest. Some pupils match symbols to pictures. Other pupils read more complex texts and write for a wide range of purposes.
- In mathematics, pupils gain confidence in using algebra and learn how to answer questions to gain the highest marks. Pupils at all stages are exceptionally well prepared for the next phase of their education. This helps them to maintain their outstanding progress across the school.

The early years provision

is outstanding

- The quality of education in the early years provision is outstanding. Children join the school with skills that are well below what is typical for their age. During their time in the early years, they make excellent progress in all areas of learning. This is due to the outstanding teaching across the groups, which meets the needs of individual children exceptionally well in a nurturing environment.
- Children's physical, health and educational needs are provided for superbly. Their spiritual, moral, social and spiritual development is fostered very strongly. For example, they learn to follow child-friendly rules known as the 'bees' rules' and enjoy collective acts of worship. Children's behaviour and attitudes are outstanding and their enjoyment of learning is evident. At the end of one lesson, a child sighed with dismay when the activities ended.
- Teaching is highly effective in engaging and motivating pupils. For example, listening to 'Goldilocks and the Three Bears', children used high quality resources to enable them to respond well to the story. Innovative use is made of sensory equipment.
- The provision is outstandingly led and managed with small steps of progression which are clearly planned and measured. Children's progress is judged against their different starting points and judgements are externally checked. Where children do not make the expected progress, support is quickly made available. Children are very well prepared for moving to Year 1. The way staff work in partnership with parents is a strength.

The sixth form provision

is outstanding

- Students are exceptionally well prepared for their futures. They are given extensive work-related opportunities, with a wide variety of local employers and businesses, which does much to boost their self-confidence. This has led to employment opportunities for some students, such as hospitality with a local

Premier League football club.

- The destinations of students when they leave are positive, with all students being in training or employment.
- Students achieve exceptionally well academically and vocationally. Students are able to achieve higher examination grades in a range of subjects and gain suitable vocational qualifications.
- Teaching is outstanding and successfully caters for the wide range of needs. The relationships between staff and students are excellent and this boosts their confidence.
- Students' outstanding behaviour, safety and positive attitudes serve them well so that they develop into likeable and mature young people who have high aspirations.
- The sixth form provision is outstandingly led and managed. Expectations are high and new accommodation has just been completed for students to move into imminently.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138281
Local authority	Birmingham
Inspection number	448157

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Academy converter
Age range of pupils	2–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	182
Of which, number on roll in sixth form	41
Appropriate authority	The governing body
Chair	Mike Jameson
Headteacher	Steve Hughes
Date of previous school inspection	Not previously inspected
Telephone number	0121 373 4475
Fax number	0121 373 9842
Email address	enquiry@wilsonst.bham.sch.uk

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