

Inspection of The Wilnecote School

Tinkers Green Road, Wilnecote, Tamworth, Staffordshire B77 5LF

Inspection dates: 11 and 12 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Requires improvement

What is it like to attend this school?

Pupils are safe and well looked after. They behave well in lessons and around school. Pupils say that if bullying happens, they are confident that staff will sort it out.

Leaders set high expectations of pupils' work and behaviour. The school's new behaviour policy focuses on rewarding pupils' good choices. Pupils receive rewards for reading and attending after-school clubs, as well as for good behaviour and demonstrating the school's values. This is having a positive impact on pupils' behaviour.

Staff and pupils enjoy positive relationships. Staff work hard to make sure pupils get help when they need it. The school's values help pupils understand how to treat others and get along. Pupils are well prepared for life in modern Britain. Some pupils find it hard to voice their opinions and join in with class discussions. Leaders know this. Leaders provide lots of opportunities for pupils to build confidence outside the curriculum.

Pupils contribute to school life and leaders' decisions through the 'student leadership group'. Pupil autism ambassadors champion the needs of pupils with an autism spectrum disorder. Leaders are proud of pupils' commitment to equality and diversity. All pupils are welcomed here.

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

Leaders are ambitious for all pupils. Following the COVID-19 pandemic, some pupils struggled to get back into school routines. Leaders have focused on rewarding positive behaviour, and building strong, supportive relationships. Pupils have responded well to this approach.

The school's curriculum is now well planned and sequenced. Teachers check pupils' learning regularly. They make sure that pupils have lots of opportunities to recall what they have learned and practise their skills. As a result, pupils remember more of what they learn.

Teachers are passionate subject experts. Most pupils say they enjoy learning. In lessons, pupils engage in practical activities with enthusiasm. The quality of their work, for example in art, is impressive. In English, pupils enjoy reading challenging texts by authors such as Edgar Allan Poe. They learn about how writers use language to promote a reaction in the reader. In class discussions, pupils are sometimes reluctant to voice their opinions. Teachers do not do enough to enable pupils to develop their speaking skills.

Reading has a high profile across the school. All pupils in key stage 3 visit the library once a week in 'Reading for Success' lessons. Pupils say this has helped them to get back into the habit of reading regularly. They talk about their favourite authors and

the type of books they like to read. The librarian makes sure that the library is well stocked with books that will appeal to pupils' interests. Pupils who need help to improve their reading are well supported.

Leaders are committed to equal access to the curriculum for all pupils. Teachers adapt learning well to meet the needs of pupils, including those with special educational needs and/or disabilities (SEND). In physical education, all pupils are supported to play games like rugby, even when pupils' additional needs might otherwise be a barrier. All pupils have equal access to the curriculum.

Pupils enjoy attending many after-school activities, including cookery, debating, sports, and dungeons and dragons. Pupils benefit from exciting educational trips that enhance their learning, such as outdoor activities, residential trips and university open days. These help to raise pupils' aspirations for the future. No opportunity is missed to raise the profile of potential careers. All pupils have employment, education or training places confirmed when they leave the school.

Members of the school standards committee (SSC) support leaders well. They challenge leaders' decisions in detail. Leaders gather useful information as they introduce new initiatives. Leaders' analysis is not always as effective as it could be in order to make sure that strategies are having the maximum impact on pupils' learning.

Leaders value the positive relationships they have with parents, carers and the community.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training and updates on the latest safeguarding guidance. They record concerns about pupils' safety and welfare promptly. Adults in school are vigilant. Leaders ensure that any concerns are followed up promptly.

Leaders keep up to date with any potential risks to pupils outside school by attending meetings with local safeguarding partners. Pupils know how to keep themselves safe through the personal, social and health education curriculum, assemblies and visiting speakers.

When appointing new staff, leaders make sure that pre-employment checks are completed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils are sometimes reluctant to participate in class discussions. This is because they lack the confidence to voice their opinions. This means that pupils can

struggle to explain their learning. Leaders should ensure that teachers provide pupils with regular opportunities to practise and develop their speaking so that they can articulate their thoughts with confidence.

- When leaders gather information to monitor and evaluate the impact of new initiatives, they do not always analyse this information as well as they could. This means that opportunities are missed to tweak the implementation of policies to ensure maximum impact. Leaders should ensure that information gathered is analysed effectively so that initiatives can be more sharply focused on maximising the impact on pupils' learning.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	138936
Local authority	Staffordshire
Inspection number	10227831
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	829
Appropriate authority	Board of trustees
Chair of trust	Simon Atkins
Headteacher	Sian Hartle
Website	www.thewilnecoteschool.com
Date of previous inspection	23 November 2021, under section 8 of the Education Act 2005

Information about this school

- The school uses two registered alternative providers for a small number of pupils in key stage 4.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Prior to the inspection, the lead inspector considered information on the school's website, previous Ofsted inspection reports and published information about the school.

- The lead inspector met with the headteacher, deputy headteacher and other leaders to discuss the impact of their work to improve the school.
- Inspectors met with other senior leaders to discuss pupils' attendance; punctuality; behaviour and suspensions; safeguarding; SEND provision; careers advice and guidance, and pupils' personal development.
- Inspectors carried out deep dives in the following subjects: English, mathematics, science, history and modern foreign languages.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors visited lessons in art, drama, religious education, design and technology and physical education to evaluate the effectiveness of support for pupils with SEND.
- The lead inspector held meetings with the chair of the SSC and the Chief Executive Officer of the Community Academies Trust. A remote meeting took place with a representative of the Staffordshire Communication and Autism Team.
- Inspectors observed pupils' behaviour at breaktimes and lunchtimes and spoke to pupils about behaviour, bullying, safeguarding and their learning.
- Inspectors held meetings with groups of boys and girls from Key Stage 4 and a group of Key Stage 3 pupils to discuss healthy relationships and how they learn to keep themselves safe.

Inspection team

Jane Spilsbury, lead inspector	Ofsted Inspector
Jane Epton	Ofsted Inspector
Helen Reeves	Ofsted Inspector
Marie McMahon	Ofsted Inspector

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