

# Inspection of St Peter's Collegiate Academy

Compton Park, Compton Road West, Wolverhampton, West Midlands WV3 9DU

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Inspection dates: 5 and 6 July 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Good**

Sixth-form provision

**Good**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils are proud of the diversity in the school. They show respect to different cultures and say pupils of all backgrounds are welcome. Most pupils enjoy school. They know that adults care about them and want them to do well.

Behaviour has improved considerably. Leaders have begun to instil high expectations for behaviour and attitudes. However, pupils' behaviour is not yet consistently good. Pupils say they hear bad language and see some disruptive behaviour that remains unchallenged by some staff. Although most pupils feel safe, pupils say bullying sometimes happens. They know that adults will always act quickly, but sanctions do not always have the desired impact.

Pupils appreciate the wide variety of trips and enrichment on offer. There is a wealth of different extra-curricular clubs that pupils attend regularly. For example, basketball, culture and society, 'This Girl Can', mixed martial arts and a variety of music clubs.

Leaders have high aspirations and ambitions for all pupils, including those with special educational needs and/or disabilities (SEND). They want pupils to leave as successful, confident and resilient individuals. The careers programme is comprehensive and supports pupils to feel confident about next steps after they leave school. Pupils are well supported to gain insight into a broad range of work and employment opportunities.

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

After a turbulent time for school leaders, the acting principal has worked hard to respond to the challenges and stabilise the school. Together with other senior leaders, he has ensured that all staff understand this vision. One teacher said, 'We are now heading in the right direction'. Leaders have developed an ambitious and well-sequenced curriculum, including in the sixth form. Leaders have identified the key knowledge that they want the pupils to know and remember in most subjects. However, in some subjects, curriculum thinking is significantly less well developed.

Teachers have strong subject knowledge. However, in some subjects, teachers do not use this to systematically check what pupils can and cannot do. This means that they do not identify gaps and misconceptions in pupils' learning. Pupils echo this view. Pupils who spoke with inspectors said that they are not always clear about how well they are doing and what they need to do to improve their work. Some teachers do not have high enough expectations of the work pupils produce. They do not insist that pupils always do their best. This means that some pupils produce work that is incomplete and not of high quality.

This is not the case in the sixth form. Students achieve well. Teachers use their strong subject knowledge to ensure students receive appropriate and precise feedback about how to improve their work. Students study a wide range of courses that meet their interests and abilities. They enjoy positive relationships with their teachers. Students are proud of their achievements and would recommend the sixth form to others.

Reading is high priority in the school. Pupils with SEND have a planned programme of support in place to support reading. Leaders know the importance of supporting pupils to be fluent readers and are beginning to evaluate the impact of this support.

Pupils' personal development is high quality. Leaders ensure that pupils learn about issues that are important to them and the local community such as gang culture and knife crime. Pupils are tolerant and respectful of other beliefs. Pupils from Year 7 to Year 13 receive high-quality careers advice to help them make decisions about their future.

Leaders work hard to develop pupils' gifts and talents. Leaders track club attendance closely and ensure that all pupils, including those with SEND and disadvantaged pupils, can attend. Pupils take part in high-quality music and drama performances.

Pupils appreciate the varied roles and responsibilities they have in school. The head boys and girls for each year take an active role in supporting the school. They work closely with leaders on projects that they value, for example promoting diversity in the curriculum.

Parents and carers have mixed views of the school. Leaders have begun to communicate more effectively with parents, but they know there is still work to win hearts and minds.

The trust has invested time and resources to develop leadership across the school. This considered approach has ensured that leaders in school develop the skills and knowledge to move the school forward. Training supported governors to develop their skills to challenge school leaders on the right things. There is an unwavering determination from the trust and governors to continue to build on recent improvements. Leaders and governors are mindful of staff workload and well-being. They have ensured that staff are consulted before decisions are made.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know the pupils and their local context very well. They use this intelligence astutely to plan support and help for pupils and their families. Pupils learn how to keep themselves safe, including online, and have a detailed understanding of healthy relationships and consent. Leaders work closely with external agencies and speakers to give pupils relevant information. For example, a visiting speaker came to talk about knife crime.

Leaders ensure that the correct checks on all staff and governors are carried out and recorded appropriately. Leaders have implemented a clear system for recording concerns. Staff receive detailed safeguarding training.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, teachers do not use assessment and feedback effectively enough. Pupils struggle to know what they need to do to improve their work. Leaders should ensure that the school's chosen approach to assessment is implemented consistently so that pupils know how to improve their work and achieve their very best.
- Some pupils feel that negative behaviour and bullying is not dealt with effectively. Leaders should ensure that the behaviour policy is implemented consistently by all staff to ensure that all pupils behave well.
- The curriculum in most subjects is well thought out. However, in some subjects the curriculum is significantly less developed. This means that pupils do not achieve well over time in these subjects. Leaders need to ensure that all subjects are planned with the same level of thought. Teachers should be clear about the essential knowledge that pupils will need to know and remember at each stage of their education.
- Teachers do not have consistently high expectations of the work pupils produce. At times, pupils do not complete their work, or it is not completed to a high standard. Leaders should ensure that teachers have consistently high expectations of the work pupils complete.

## **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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **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

<b>Unique reference number</b>	138852
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10228419
<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1316
<b>Of which, number on roll in the sixth form</b>	236
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Lee
<b>Acting Principal</b>	Timothy Mullen-Furness
<b>Website</b>	<a href="http://www.stpetersacademy.org.uk/">www.stpetersacademy.org.uk/</a>
<b>Date of previous inspection</b>	24 September 2020, under section 8 of the Education Act 2005

## Information about this school

- The acting principal has been in post since April 2022.
- The school uses one registered alternative provision and two unregistered providers.
- The school is a member of Three Spires Trust.
- 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 educational qualifications and apprenticeships.
- St Peter's Collegiate Academy is a Church of England school. Its last section 48 inspection took place in March 2017. Section 48 inspections were suspended due

to the COVID-19 pandemic. They restarted in September 2021. The next inspection will be within eight years of the previous section 48 inspection.

## Information about this inspection

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

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The inspection team carried out deep dives in these subjects: English, mathematics, science, languages, art and history. Inspectors discussed the curriculum with subject leaders, teachers and pupils, visited lessons and looked at samples of pupils' work.
- The inspectors took account of the responses to Ofsted surveys of the views of staff, pupils and parents.
- Inspectors observed pupils' behaviour in lessons and at lunchtime. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around the school.
- Inspectors met with leaders about the school's safeguarding procedures. Inspectors reviewed policies and records relating to safeguarding, behaviour and attendance. Inspectors spoke to pupils, parents and staff about pupils' safety.
- Inspectors met with members of the trust and local governing body.

## Inspection team

Eve Morris, lead inspector	Her Majesty's Inspector
Stuart Clarkson	Her Majesty's Inspector
Graeme Rudland	Ofsted Inspector
Gwen Onyon	Ofsted Inspector
Nicola Walters	Ofsted Inspector

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