

Inspection of a good school: Kingswinford Academy

Water Street, Kingswinford, West Midlands DY6 7AD

Inspection dates: 10 and 11 July 2024

Outcome

Kingswinford Academy continues to be a good school.

The headteacher of this school is Ian Moreton. This school is an academy in the Windsor Multi-Academy Trust (the trust), which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Dawn Haywood, and overseen by a board of trustees, chaired by Andrew Middleton.

What is it like to attend this school?

Kingswinford Academy sets high expectations for pupils' work and behaviour, including for those with special educational needs and/or disabilities (SEND). The curriculum is broad and ambitious. Strong oversight from the trust ensures that the school's curriculum builds effectively on what pupils already know. Pupils have good opportunities to reflect on and improve their work. As a result, they learn well. The school prepares them effectively for the next stage in their education.

Pupils recognise that staff want the best for them, and also how they help them to learn. They particularly enjoy practical lessons. There is a calm and purposeful atmosphere in classrooms and corridors. Pupils know to whom they can turn if they have a concern, and they feel safe. The rate of attendance has risen and is now at the national average.

Pupils learn to respect others, including those different from themselves. They have many opportunities to develop their character and talents. Pupils can act as ambassadors or civic leaders. A high proportion of pupils, including those who are disadvantaged, take part in clubs. The school has recently staged a dance festival and 'Oliver' the musical.

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

All pupils study the full national curriculum at key stage 3. This knowledge prepares pupils well for their work at key stage 4. The curriculum remains broad at key stage 4, and an increasing proportion of pupils are now entering the English Baccalaureate (EBacc). The school prioritises reading. It identifies those who join the school with weaker reading skills. They provide these pupils with extra help, so that they catch up well.

Leaders have sequenced learning effectively so that pupils add progressively to the knowledge that they already have. For example, in English, pupils study texts in which writers present heroes and villains with increasing complexity. Work is appropriately matched to pupils' previous learning.

Teachers have good subject knowledge. They present information clearly, breaking the learning down into what one pupil called 'manageable chunks'. Teachers use the start of lessons to help pupils remember in the longer term what they have learned. If a pupil has missed learning, they are expected to catch up. However, this is more effective in some subjects than others. The school uses resources effectively. Every pupil has a tablet, and they use this well to store, review and revise their work.

At the end of each unit, pupils receive feedback on what they have learned. Teachers go over any points that need reinforcement, and pupils make good use of this chance to enhance their work. However, there is some variability in how well assessment is used in the classroom. In some subjects, misconceptions are not identified as quickly as they might be.

Pupils understand the school's policies and routines. Their conduct is good in lessons, and they collaborate well when asked to do so. They generally work hard and present their workbooks neatly.

The school identifies the additional needs of pupils with SEND promptly and effectively. The school works well with parents and carers to draw up clear guidance on how to meet these pupils' needs. Staff use this well. As a result, pupils with SEND make effective progress through the full curriculum.

Pupils develop a good understanding of personal safety, relationships and social issues as part of a well-planned programme. The school delivers a programme of careers guidance that builds through the year groups. Staff provide individual pupils with impartial advice about education, employment and apprenticeships. Year 10 pupils benefit from a week's work experience. Trips at home and abroad, some organised by the trust, enrich the curriculum.

Staff from across the trust work together well to improve the school. Less-experienced staff receive effective support when they join the school. Staff say that leaders generally take their workload into consideration.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, assessment is not used with the precision seen in the school generally. As a result, the gaps in pupils' knowledge sometimes go unidentified. The

school should ensure that in all subjects, misconceptions are identified and addressed effectively.

- The support for pupils who have missed work lacks consistency across subjects. In some circumstances, pupils are at risk of becoming discouraged and falling further behind. Where learning has been missed, the school should make sure that appropriate steps are taken to help pupils to secure the essential knowledge that they need to move forward with their learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2015.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137773
Local authority	Dudley
Inspection number	10322830
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	731
Appropriate authority	Board of trustees
Chair of trust	Andrew Middleton
Headteacher	Ian Moreton
Website	www.kingswinford.windsoracademytrust.org.uk
Date of previous inspection	17 January 2019, under section 8 of the Education Act 2005

Information about this school

- The school provides full-time alternative provision for 13 pupils at five providers, all of which are registered.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 11 receive information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- Inspectors met with the headteacher, the director of education for the trust, the special educational needs coordinator, other senior leaders and with curriculum leaders. They also spoke with staff about their experience of the school.

- The lead inspector met with the CEO of the trust, the chair of the local advisory body, and two trustees, one remotely
- Inspectors spoke with pupils at social times and with groups of pupils more formally.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a range of documents. These included the school's self-evaluation, information about pupils' behaviour and attendance, and the school's curriculum.
- Inspectors took account of responses to Ofsted Parent View and the free-text comments. The inspectors also considered responses to Ofsted's survey for staff and pupils.
- Inspectors carried out deep dives in these subjects: English, mathematics, art and geography. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of their work.
- The lead inspector spoke by telephone to a leader from one of the alternative providers used by the school.

Inspection team

Martin Spoor, lead inspector

Ofsted Inspector

Niall Gallagher

Ofsted Inspector

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