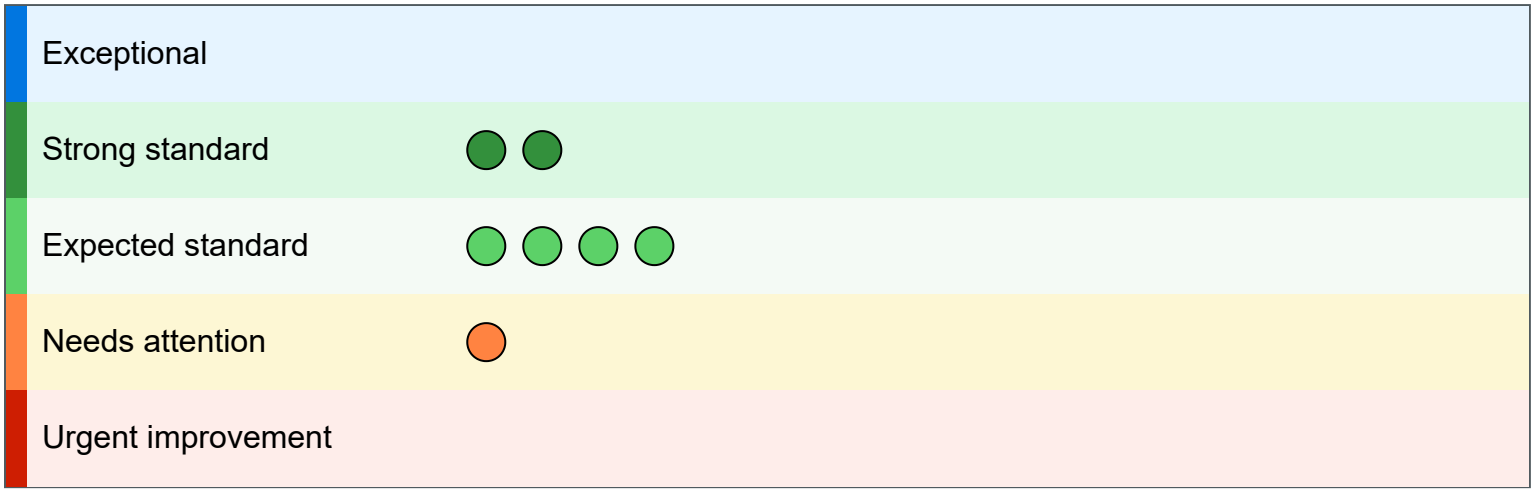
Old Swinford Hospital

Address: Heath Lane, Stourbridge, West Midlands, DY8 1QX

Unique reference number (URN): 103870

Inspection report: 28 April 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Attendance and behaviour

Strong standard

Leaders consistently promote the importance of high attendance. They understand the barriers to regular attendance that some pupils have. Leaders provide highly effective personalised support for pupils who need to improve their attendance. As a result, attendance is high, including for pupils with special educational needs and/or disabilities and those who are disadvantaged.

Leaders have high expectations for pupils' behaviour. The school is a harmonious community that is highly conducive to learning. The school is calm and orderly. Leaders have established clear routines that pupils understand and follow. In lessons, pupils and sixth-form students show dedication to their learning. Pupils learn in disruption-free classrooms. Staff address behaviour issues effectively and at an early stage, ensuring high standards of behaviour are maintained.

At unstructured times, pupils socialise extremely well together. There are positive and supportive relationships between staff and pupils. Pupils are polite and respectful to each other and staff. Bullying is very rare. Pupils are confident that if it does occur, staff will deal with any issues effectively. Staff do not tolerate any form of discrimination. Pupils who may need additional help to meet the school's expectations get well-thought-out support.

Personal development and wellbeing

Strong standard

The school aims 'to provide a uniquely stimulating and supportive environment in which all individuals flourish, grow in understanding, self-confidence and self-esteem, and are fully equipped to meet the challenges and demands of life beyond school'. Leaders have constructed an extremely well-thought-out personal development programme that supports the school's aim extremely well.

Pupils and sixth-form students learn about important issues in an age-appropriate way, including the dangers of smoking and vaping, healthy relationships and how to be healthy. They know how to be safe online. They develop secure knowledge of a wide range of topics through the 'beliefs and issues' programme that prepares pupils very well for life in modern Britain. They also learn about different religions and beliefs. They have a detailed understanding of fundamental British values and equality. They know to treat others, however different, respectfully. Pupils cooperate consistently well with each other. They develop into confident and resilient young people.

Furthermore, leaders have ensured that the programme meets the needs of pupils with special educational needs and/or disabilities, as well as those who are disadvantaged. The school offers very effective pastoral support for pupils, ensuring their wellbeing is well supported.

Pupils and sixth-form students receive highly effective careers advice and guidance. They have a wide range of opportunities to learn about different careers and training. This supports pupils well in making informed decisions about their next steps.

The co-curricular enrichment provision is extensive and varied and is very well suited to pupils' and students' interests. It helps them try new things and develop confidence and leadership skills. Furthermore, pupils learn how they can contribute positively to society by taking on leadership roles, serving as school ambassadors and mentoring younger pupils.

Expected standard

Achievement

Expected standard

Pupils' outcomes in national tests and examinations at key stage 4 have been above national averages over time across many subjects. Furthermore, disadvantaged pupils achieve above other disadvantaged pupils nationally in public examinations.

Pupils' work shows that they progress well through the curriculum and develop the essential knowledge they need to achieve. Pupils with special educational needs and/or disabilities achieve well from their starting points.

Current students' work shows that students in the sixth form are typically progressing securely through the curriculum. However, published outcomes show that students do not make the progress expected compared to their peers nationally. As a result, students in the sixth form do not achieve as well as they should.

Pupils are well prepared for their next steps. Students in the sixth form move on to appropriate destinations.

Curriculum and teaching

Expected standard

Leaders have ensured that a well-planned, ambitious curriculum is in place for pupils and students in the sixth form. The curriculum is logically sequenced and supports pupils to build on previous learning.

Leaders provide training that helps teachers teach the curriculum effectively in lessons. Teachers have the subject expertise to explain new learning clearly, and most do this well. Increasingly, teachers use assessment to help pupils improve their work. However, at times, teaching does not check all pupils' understanding. As a result, some pupils have gaps in learning or misconceptions that are not resolved swiftly, and they do not learn as well as they could.

Teachers ensure that pupils develop the vocabulary and communication skills they need to achieve well. Pupils who need extra support with reading get personalised support that helps them to improve their reading skills and knowledge. Pupils with special educational needs and/or disabilities generally get the support they need from teachers to access the curriculum. This supports these pupils to learn the curriculum well.

Inclusion

Expected standard

The school has a clear system for identifying the needs of pupils with special educational needs and/or disabilities (SEND), as well as those with other barriers to learning. Teachers receive training in strategies to support these pupils and are provided with information about pupils' needs. Leaders are working to ensure that this information is shared clearly across the school. In most cases, teachers use it well, and disadvantaged pupils and those with SEND feel supported. However, at times, the information provided is not sufficiently refined. As a result, some teachers do not address barriers to learning as consistently or quickly as they should.

Looked-after children are well supported. This enables them to benefit fully from the school's provision. They receive the pastoral support they need. The school has an effective pupil premium strategy. The additional funding the school receives for these pupils is used well to support their academic achievement, regular attendance and participation in the school's enrichment offer. A small number of pupils attend alternative provision. Leaders use this provision in pupils' best interests and maintain effective oversight of their progress.

Leadership and governance

Expected standard

Since the last inspection, the school has undergone significant change. Pupil numbers have increased, and the school is now fully coeducational. Leaders have managed these changes effectively, while ensuring the school remains true to its ethos and vision. Leaders work in the best interests of pupils. They are determined that all pupils receive a high-quality education, including those with special educational needs and/or disabilities and those who are disadvantaged. Leaders engage well with parents and carers. Most parents feel well informed about their children's progress at school.

Governors are committed to the school and carry out their statutory duties. They take actions that keep them well informed about the effectiveness of the school's provision. They provide effective support and challenge to leaders. Leaders and governors are clear about what needs to improve. Typically, they take appropriate actions to improve the school. However, in some areas, they have not identified the precise issues that need to be addressed to ensure the school's provision is consistent across all areas. Leaders' work to improve the sixth form is well-informed and appropriate. Students generally attain in line with their peers nationally, but it is too early for recent improvements to be reflected in the progress that students make from their end-of-key-stage-4 starting points.

Staff are proud to work at the school. Most staff appreciate how leaders are considerate of and support them with their workload and wellbeing. Leaders have developed a professional learning programme that is supporting most teachers to improve how they deliver the curriculum.

Needs attention

Post-16 provision **Needs attention**

Due to inconsistent teaching and oversight of independent study in the past, students in the sixth form have not performed as well as they should in public examinations. Leaders are aware of this and have taken appropriate action to address these issues. However, it is too early to see the impact of this work.

Leaders have an accurate understanding of the quality of sixth-form provision and have ensured that the curriculum meets students' needs. Teaching is typically secure, and currently most students progress steadily through the curriculum. Teachers generally support students with special educational needs and/or disabilities well.

Students benefit from high-quality wider opportunities to develop their talents, leadership skills and character. For example, they take part in regular sporting activities, the Combined Cadet Force and the Duke of Edinburgh's Award scheme. The wider study programme also develops students' study and life skills. Students receive effective careers advice and guidance, which helps them to make informed decisions about their next steps. As a result, students are well prepared for life beyond school.

What it's like to be a pupil at this school

Pupils are proud to attend this welcoming and inclusive school. Many parents and carers commented on how their child 'thrives' at the school. Pupils with special educational needs and/or disabilities and those who are disadvantaged are included in all aspects of school life. Pupils are safe in school and know they have many caring staff members they can talk to if they have any worries. Bullying is very rare, and if it does occur, staff deal with any issues swiftly and effectively. Pupils and students in the sixth form have high attendance.

Pupil numbers have increased significantly since the last inspection, and the school is now fully coeducational. Female pupils and students have integrated well into the school. Pupils are highly respectful to each other and towards staff. There are positive relationships between staff and pupils.

Pupils enjoy learning at school. Typically, teachers deliver the curriculum well. Most teachers understand the barriers to learning that pupils have. Generally, teachers use strategies that help pupils to overcome these barriers. Pupils in key stage 4, including those who are disadvantaged, typically achieve above-average outcomes in public examinations. Sixth-form students attain in line with national averages. However, given many students' previous achievements in key stage 4, their progress in the sixth form could be more marked.

The school has an extensive and high quality enrichment programme in which many pupils and students take part. These help to develop pupils' talents and interests very well. For example, pupils enjoy taking part in the art and pottery clubs, chess, various sports clubs, the choir and orchestra. Furthermore, the school provides opportunities for pupils to develop

their character through the Combined Cadet Force, the Duke of Edinburgh's Award scheme, and public speaking. Pupils are well prepared for their next steps in education, employment or training.

Next steps

- Leaders should ensure that teachers in the sixth form are skilled at delivering the curriculum so that students achieve consistently well in public examinations.
- Leaders should ensure that staff have the precise information they need so that barriers to learning for pupils with special educational needs and/or disabilities are swiftly and effectively addressed.
- Leaders should ensure that teaching effectively checks pupils understanding so that gaps in learning and misconceptions are swiftly resolved.
- Governors should ensure that leaders have the capacity needed to identify, monitor and act on priorities for improvement so that there are consistently strong standards across all areas of the school.

About this inspection

The chair of the board of governors in this school is Roger Walker.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other senior leaders and those responsible for governance during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Inspectors only inspected the education provision at this school.

The inspectors confirmed the following information about the school:

The school is a voluntary aided school.

The school is registered as having a Church of England religious character. It is in the Diocese of Worcester.

The school currently makes use of one registered alternative provider.

The school also, under the same registration, runs a boarding provision on the same site.

The school has undergone significant change since the last inspection. It is now fully coeducational and pupil numbers have increased significantly. At the time of the inspection, there were 1,036 pupils on roll. The school's capacity is 1,200 pupils.

Paul Kilbride: Headteacher

Lead inspector:
Paul Halcro, His Majesty's Inspector

Team inspectors:
Stewart Tait, Ofsted Inspector
Thomas Walton, Ofsted Inspector
Martin Spoor, Ofsted Inspector
Trudi Young, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 28 April 2026

School and pupil context

Total pupils

947
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,200
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

6.39%
Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

2.32%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

10.35%
Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 13.4%

Location deprivation

Well below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	71.0%	45.4%	Above
2023/24 (final)	69.3%	45.9%	Above
2022/23 (final)	63.4%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	59.0	46.1	Above
2023/24 (final)	58.5	45.9	Above
2022/23 (final)	55.1	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.44	-0.03	Above
2022/23 (final)	0.41	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	33.3%	25.8%	Close to average
2023/24 (final)	0.0%	25.8%	Below
2022/23 (final)	33.3%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	39.2	34.9	Close to average
2023/24 (final)	34.8	34.6	Close to average
2022/23 (final)	39.8	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.06	-0.57	Above
2022/23 (final)	-0.54	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	33.3%	53.1%	-19.8 pp
2023/24 (final)	0.0%	53.1%	-53.1 pp
2022/23 (final)	33.3%	52.4%	-19.1 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	39.2	50.4	-11.2
2023/24 (final)	34.8	50.0	-15.2
2022/23 (final)	39.8	50.3	-10.5

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.06	0.16	-0.22
2022/23 (final)	-0.54	0.17	-0.70

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	98%	92%	Average
2022 leavers (revised)	98%	93%	Average
2021 leavers (revised)	98%	94%	Not available

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	32.20	35.00	Close to average
2023/24 (final)	31.28	34.38	Close to average
2022/23 (final)	28.90	34.16	Below

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	-0.3	0.0	Below
2023/24 (revised)	-0.2	0.0	Below

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.1%	8.4%	Below
2023/24 (3 term)	9.0%	8.9%	Close to average
2022/23 (3 term)	9.7%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	22.8%	23.4%	Close to average
2023/24 (3 term)	26.3%	25.6%	Close to average
2022/23 (3 term)	27.6%	26.5%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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