

Ofsted
Aviation House
125 Kingsway
London WC2B 6SE
www.gov.uk/ofsted
pressenquiries@ofsted.gov.uk
T 03000 130415

Education, Children's Services and Skills Annual Report 2016/17 – West Midlands.

Ofsted today launches its Annual Report for 2016/17, which gives a state of the nation picture of the performance of early years, schools, further education and skills, and social care providers in England.

Key findings and headline facts for the West Midlands

Early Years

- In the West Midlands, 92% of childminders were good or outstanding compared with 93% nationally. For nurseries and pre-schools, 95% were rated good or outstanding, in line with the national proportion.

Schools

- By the end of August 2017, 87% of schools in the West Midlands were judged good or outstanding at their most recent inspection, compared with 89% nationally. This was a one percentage point improvement for the region compared with August 2016.
- For primary schools, 89% in the region were judged to be good or outstanding, broadly in line with August 2016 figures. Herefordshire had 95% of their primary schools judged good or outstanding compared with 82% in Birmingham. Walsall had the highest rate of improvement across the region whereas in Dudley, the proportion of good or outstanding schools declined by five percentage points since August 2016.
- For secondary schools, 78% were judged to be good or outstanding; below the national level but a three percentage point improvement from the proportion judged good or better at August 2016. In Worcestershire, 95% of

secondary schools were good or outstanding; in Stoke-on-Trent and Herefordshire, the figure was 63%. However, Stoke-on-Trent also saw a high rate of improvement in the proportion of good or outstanding secondary schools compared with 2016.

Further Education and Skills

- By the end of August 2017, 71% of providers in the West Midlands were judged good or outstanding compared with 80% nationally.
- In the 2016/17 reporting year, there have been 31 providers judged on the delivery of their apprenticeships in the region. Of these providers, 35% were good or outstanding. This compares with 49% nationally.

Social Care

- As at 31 August 2017, thirteen local authorities (LA) in the region had received an inspection of their services for children who need help and protection, children looked after, and care leavers, under the single inspection framework (SIF). Two were judged good for overall effectiveness, seven were judged "requires improvement to be good" and four were inadequate. None were judged as outstanding.
- In the period since the last Ofsted social care annual report, from 1 April 2016 onwards, eight LA children's services in the region have been inspected. Wolverhampton was judged good, five were judged "requires improvement to be good" and two were judged inadequate.

Quote from Lorna Fitzjohn Ofsted West Midlands Regional Director

Lorna Fitzjohn, Ofsted Director for the West Midlands, said:

"Improvement takes time and is the result of hard work on the part of many people. So I am really pleased that the Ofsted Annual Report shows that secondary schools in the West Midlands are getting better.

"Indeed, 78 per cent of them are good or outstanding. That's an increase of 3% on last year. This means that hundreds more young people are getting a better education than they did before. And we've seen a high rate of improvement in areas like Stoke-on-Trent.

"Many secondary school pupils will go onto vocational education, which is undoubtedly becoming increasingly important. Yet the West Midlands lags behind. Only 71% of the area's colleges are good or better – some way below the 80% in England as a whole.

“In the year ahead, inspectors will focus more on those providers that are not yet good. And ensure that Ofsted remains a force for improvement in education and care.”

Breakdown of primary and secondary inspection outcomes

Figure 1: Primary inspection outcomes

	Percentage of primary schools judged good or outstanding as at 31 August 2017	Change from 31 August 2016 (%pts)
England	90	0
West Midlands	89	1
Herefordshire	95	3
Telford and Wrekin	94	-2
Coventry	94	5
Shropshire	92	1
Solihull	92	-2
Warwickshire	91	2
Staffordshire	91	3
Sandwell	90	0
Worcestershire	88	-1
Stoke-on-Trent	87	0
Wolverhampton	87	7
Dudley	84	-5
Walsall	84	10
Birmingham	82	0

Source: Ofsted official statistics

1. Changes are calculated from unrounded figures.

Figure 2: Secondary inspection outcomes

	Percentage of secondary schools judged good or outstanding as at 31 August 2017	Change from 31 August 2016 (%pts)
England	79	1
West Midlands	78	3
Worcestershire	95	2
Warwickshire	85	0
Shropshire	83	8
Solihull	83	-1
Birmingham	82	11
Walsall	79	5
Staffordshire	74	3
Sandwell	71	8
Dudley	68	-5
Coventry	67	2
Wolverhampton	67	-15
Telford and Wrekin	64	0
Herefordshire	63	-6
Stoke-on-Trent	63	13

Source: Ofsted official statistics

1. Changes are calculated from unrounded figures.

Attainment data

Proportion of pupils reaching the expected standard in key stage 2, by subject (provisional data), 2017

	Reading, writing and maths (%)	Reading (%)	Maths (%)
England [state-funded]	61	71	75
West Midlands	58	69	73
Solihull	65	75	77
Staffordshire	63	74	76
Shropshire	62	75	75
Warwickshire	62	72	74
Herefordshire	60	73	72
Telford and Wrekin	60	72	73
Wolverhampton	59	68	75
Coventry	57	66	71
Sandwell	57	65	72
Worcestershire	57	70	70
Birmingham	55	65	72
Dudley	55	66	71
Stoke-on-Trent	55	64	71
Walsall	53	64	67

Source: DfE SFR43/2017

Key stage 4 (provisional data), 2017

	Average A8 score	Average overall P8 score	Grade 5+ English & maths (% achieved)	EBacc (% entered)	EBacc (% achieved inc 5+ English and maths)
England [state-funded]	46.1	-0.03	42.4	38.2	21.2
West Midlands	45.1	-0.08	39.3	36.3	19.2
Warwickshire	48.7	0.05	48.0	38.0	24.5
Solihull	46.9	-0.12	45.3	39.4	24.2
Worcestershire	46.3	-0.02	43.7	40.8	21.1
Telford and Wrekin	46.2	-0.12	41.1	45.9	22.5
Shropshire	46.1	-0.10	41.9	36.6	19.8
Birmingham	45.8	0.00	39.7	40.6	21.9
Herefordshire	45.5	0.00	44.1	42.7	21.7
Staffordshire	44.6	-0.13	38.6	33.4	17.7
Wolverhampton	44.6	-0.06	35.2	27.2	14.4
Dudley	43.6	-0.11	36.9	34.3	15.4
Walsall	43.0	-0.24	34.0	32.0	17.9
Stoke-on-Trent	42.9	-0.10	31.2	25.0	11.2
Coventry	42.5	-0.12	35.8	39.1	17.0
Sandwell	41.8	-0.21	27.9	24.5	10.6

Source: DfE SFR 57/2017

Case studies of providers in the region that can be contacted

Berkswich CofE (VC) Primary School, Stafford (124234)

Telephone: 01785 337 360

Inspected in June 2017 and judged to be outstanding. It was formerly judged to require improvement.

- The headteacher provides outstanding leadership. She is unwavering and uncompromising in her determination to provide the best possible learning experiences for all pupils.
- Consequently, all aspects of the school have dramatically improved since the last inspection.

St Gregory's Catholic Academy, Stoke-on-Trent (140297)

Inspected in November 2016 and judged to be outstanding. It was previously judged to be good.

- The executive headteacher provides outstanding and visionary leadership.
- She is extremely well supported by the head of school and assistant headteachers who share a commitment to providing high-quality care and education for pupils and families.

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- Pupils make outstanding progress from their starting points. The large majority reach or exceed age-related standards in reading, writing and mathematics by the end of key stages 1 and 2.

Holy Trinity CofE Primary School, West Bromwich (103986)

Inspected in June 2017 and judged to be good. It was previously judged to be inadequate.

- The determination, drive and tenacity of senior leaders have brought about significant improvements to the quality of teaching, learning and assessment, to pupils' behaviour and to academic outcomes.
- As a result of these improvements, pupils' progress has sped up considerably. In most year groups, pupils make strong progress in a wide range of subjects. The curriculum has been overhauled.
- It provides clear guidance for teachers on how to plan work at the right level for pupils' ages. As a result, standards are now similar to those in other schools.

George Salter Academy, West Bromwich (135234)

Telephone: 01215 534 665

Inspected in May 2017 and judged to be good. It was formerly inadequate.

- Leaders have the capacity to successfully drive improvements at the school.
- They respond quickly and robustly to improve the school. The school's culture of safeguarding is exemplary.
- Pupils benefit from high levels of care and support.
- Leaders make sure the curriculum meets the needs and aspirations of pupils and prepares them very well for the next steps in their education, training or employment.
- Overall outcomes at the end of Year 11 and 13 are at least as good as the national average. For some pupil groups, and in some subjects, they are better than this.

Busy Bees Nurseries Limited, Staffordshire (50936)

Inspected in February 2017 and judged to be outstanding. It was formerly judged to be good.

- Apprentices make a significant and very positive contribution to improving the quality of children's care and education in the nurseries in which they work; this is highly valued by parents.
- Highly skilled training officers provide excellent coaching, guidance and support to the apprentices; as a result, apprentices become very skilled at evaluating and improving their skills as childcare, catering and management professionals.

Dudley College of Technology, Dudley (130475), Telephone number: 01384 363 000

Inspected in January 2017 and judged to be outstanding. It was previously judged to be good.

- Teachers and assessors make excellent use of their extensive links with employers to plan and deliver interesting and challenging learning activities that prepare learners very effectively for the workplace.
- Learners and apprentices of all ages are particularly well prepared for the next stage of their education or employment and almost all progress to further or higher education, employment or an apprenticeship.

In-Comm Training and Business Services Limited, Walsall (59237), Telephone: 01922 457 686

Inspected in March 2017 and judged to be outstanding. It was previously judged to be good.

- Apprentices become very highly skilled engineers, business support staff and supervisors; they develop their skills rapidly and many undertake significant responsibility with their employers early in their apprenticeships.
- Employers play a significant role in planning and delivering high-quality apprenticeship programmes.
- Leaders and managers are highly responsive in meeting the skills needs of the local and regional area.

Ark Boulton Academy, Birmingham (140014), Telephone number: 01217 738 156

Inspected in May 2017 and judged to be good. It was previously judged to be inadequate.

- The principal, supported very well by leaders, the local governing body and the sponsor, has successfully addressed the many longstanding and deep-rooted issues that the school has faced.
- They have an uncompromising ambition for pupils' success. As a result, Ark-Boulton is a rapidly improving school.
- The large majority of pupils are making good progress from their starting points because learning, teaching and assessment are good.

The Dormston School, Dudley (103855)

Inspected in November 2016 and judged to be good. It was previously judged to require improvement.

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- This secondary school, which has more than 1,000 pupils, was in special measures in June 2013.
 - A key feature of improvement had been raising expectations of staff, pupils and the whole community. Strength of governance has been a feature through the school's improvement journey.

Glossary

Attainment 8 (A8) measures the average achievement of pupils in up to eight qualifications, including English, maths, three qualifications which count towards EBacc and three other qualification from the DfE approved list, which include additional EBacc qualifications.

Progress 8 (P8) aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero.

The **English Baccalaureate** (EBacc) is a school performance measure. It allows people to see how many pupils get a grade C or 5 score, or above, in the core academic subjects at key stage 4 in any government-funded school.

EBacc subjects are made up of:

- English
- mathematics
- history or geography
- the sciences
- a language

Official statistics, reporting on inspections as at 31 August 2017, are available on the gov.uk site for:

Early years and childcare statistics - <https://www.gov.uk/government/collections/early-years-and-childcare-statistics>

Maintained schools and academies inspections and outcomes - <https://www.gov.uk/government/collections/maintained-schools-and-academies-inspections-and-outcomes-official-statistics>

Further education and skills: inspection outcomes - <https://www.gov.uk/government/collections/further-education-and-skills-inspection-outcomes>

Children's social care statistics for all provision is published here - <https://www.gov.uk/government/collections/childrens-social-care-statistics>

The DfE have published provisional key stage data that can be found here:

KS2 – <https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2017-provisional>

KS4 - <https://www.gov.uk/government/statistics/gcse-and-equivalent-results-2016-to-2017-provisional>