

Wightwick Hall School

Inspection report

Unique Reference Number	124523
Local Authority	Staffordshire
Inspection number	340589
Inspection dates	27–28 January 2010
Reporting inspector	Sue Morris-King HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Community
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	88
Of which, number on roll in the sixth form	30
Appropriate authority	The governing body
Chair	David James
Headteacher	Paul Elliott
Date of previous school inspection	7 January 2007
School address	Tinacre Hill Compton Wolverhampton
Telephone number	01902 761889
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed 13 lessons taught by 11 different teachers, and visited part of two other lessons, taught by two other staff. Meetings were held with the headteacher, deputy headteacher, the home-school liaison leaders, the interim chair of the governing body and a group of pupils. They observed the school's work, and looked at a sample of pupils' work, documentary evidence about behaviour and attendance, data about attainment and achievement, case studies to demonstrate the support pupils receive, and evidence about the school's safeguarding procedures. Inspectors looked at the 55 questionnaires received from parents, and those received from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well pupils progress during lessons, over the course of a year and over key stages
- as pupils progress through the school, to what extent they develop independence as learners and take increased responsibility for their behaviour and well-being
- how the curriculum ensures progression from one key stage to the next, and how it is adapted for different cohorts year by year
- how the experience pupils receive in the sixth form differs from that gained in Key Stages 3 and 4, in opportunities, in age-appropriateness and in the curriculum provided
- how successfully the governing body ensured a smooth transition to the federated arrangements.

Information about the school

Wightwick Hall has specialist schools status as a business and enterprise college. The majority of pupils have moderate learning difficulties and many of these are also on the autistic spectrum. A small number have more severe learning difficulties and complex needs. All pupils, including those in the sixth form, have a statement of special educational needs. Almost all the pupils are White British and all speak English as their first language. The school has four children who are looked after by the local authority. Thirty-one per cent of pupils are eligible for free school meals, which is twice the national average for secondary schools.

On 1 January 2010 the school joined a federation with Cherry Trees School, a small primary special school which is a feeder school for Wightwick Hall. The two schools now have a common governing body. The headteacher is the executive headteacher of the federation.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Wightwick Hall is a good school where expectations are high and pupils of all abilities are supported to achieve well. The school skilfully blends a high level of care and support with an exacting level of challenge. Prior to joining Wightwick Hall, while some pupils have had a positive experience of education, many others have experienced failure or unhappiness. New pupils are given excellent support to settle at the school. As they start to understand how the school will support them, they begin to make friends and to enjoy their learning. Pupils' confidence grows as they move through the school, and as a result their progress accelerates and they achieve well. By the time they reach the sixth form almost all pupils are making good and sometimes outstanding progress and are confident, sociable learners who support each other willingly. The quality of care, guidance and support which pupils receive is outstanding, from the day-to-day care given to them by all staff to the highly tailored support provided for each pupil according to their individual needs. Pupils' behaviour is good. They take the 'people's code' seriously and treat each other, staff and visitors with respect.

The curriculum is broad and interesting, and enables pupils to gain a range of appropriate qualifications. It has an appropriate focus on the development of basic skills and is enriched by a wide range of experiences. At times, additional activities cause some disruption to the day-to-day timetable, which can lead to some lack of continuity in pupils' learning. Vocational provision makes an outstanding contribution to students' learning, motivation, and work-related skills. Teaching is good overall, and in some subjects and lessons it is outstanding. It is least consistent in English, which leads to some variability in outcomes for the pupils. English teaching sometimes lacks challenge. Some pupils experience too much emphasis on the mechanics of English and not enough on the richness of language, for example through sharing enjoyable books. The school rightly places great importance on the development of pupils' independence skills and their ability to make choices, and for the majority of pupils this is successful. However, for those with the most complex needs, a lack of appropriate resources in their classrooms leads to missed opportunities for staff to support them to develop these skills. Signing is used well by some staff which supports these pupils to develop their language skills, but this is not consistent.

Pupils' enjoyment of school is demonstrated by their positive attitudes to learning, their good attendance, and their keenness to stay on at school to join the sixth form. Although the school makes clear to pupils the range of options they have post-16, last year all but one chose to stay on at school. Once in the sixth form, students really thrive. Sixth form provision is outstanding. The range of courses is excellent, building on students' prior learning and allowing them to gain qualifications at the next level.

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Courses are well tailored to students' needs and interests and there is an increasing level of choice. Staff treat the students as mature young people, and the students respond accordingly. They act as very good role models for the rest of the school. Their enjoyment of their learning is demonstrated by their excellent attendance - many students' attendance is 100%, and the overall attendance in the sixth form rarely falls below 95%.

The headteacher has led the school determinedly through a period of significant improvement. He has a clear vision of what he wants to achieve for the pupils, which includes them being a full part of the local community and having the best chance to succeed in adult life. His high aspirations are best demonstrated by the excellent range of innovative partnerships he has built with local schools, businesses and the community, which have had a profound influence on the curriculum and the range of opportunities which are available for the pupils. He is well supported by the deputy headteacher and other staff who lead areas of the school's work. Senior leaders know the school's groups and individuals well, and all actions are designed to lead to the best possible outcomes for each pupil, based on accurate self evaluation. The chair of governors has also been influential in building partnerships. The school's relatively new specialist status as a business and enterprise college has already made significant improvements to the curriculum and to pupils' learning. These improvements, together with senior leaders' good understanding of the school's strengths and weaknesses, demonstrate a good capacity to improve further.

What does the school need to do to improve further?

- Improve the teaching of English by:
 - ensuring that all pupils receive a balanced English curriculum which includes experience of a range of texts as well as the development of basic skills
 - ensuring that all lessons are appropriately challenging
 - minimising the use of worksheets
 - improving the presentation of pupils' work.
- Fine-tune the timetable so that students can gain the benefits of enrichment and additional activities without undue disruption to the flow of learning in other subjects.
- Improve the opportunities which pupils with the most complex needs have to develop their independence and to make choices by:
 - improving staff's use and consistency of signing
 - providing a range of age-appropriate resources in classrooms and organising these so that these pupils have a broad range of guided choices to make during less structured times of the day.

Outcomes for individuals and groups of pupils

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Pupils' achievement is good. The majority of pupils make good progress both from week to week, over key stages and during their whole time in the school. This is demonstrated by the way in which the majority reach and sometimes exceed their challenging targets. Pupils who are looked after and those who have autism as an additional need achieve in line with their peers. During the inspection, pupils' progress was good or better in eight out of the 13 lessons observed. Pupils' application to their learning was good in every lesson. They concentrated well and tried their best. Where they were taught well and with enthusiasm, they responded accordingly and were extremely keen. By the end of Year 11, the majority of pupils gain a wide range of recognised qualifications. Entry-level qualifications were gained by last year's Year 11 in literacy, numeracy, food technology, science, information communication technology (ICT) and skills for working life. The majority of pupils gained at least eight qualifications. Those with the most complex needs continue to extend their literacy and numeracy skills, and personal, social and life skills. Some of this achievement is accredited.

In English, pupils' progress is satisfactory overall. This is because in some lessons, pupils lack consistent opportunities to extend their learning in interesting ways, as they do in other subjects. For the pupils with the most complex needs, when staff use signing and learners are encouraged to respond in the same way, communication is enhanced and language and learning skills are maximised. However, consistency in signing is not fully established, so pupils with complex needs are not always able to make the best progress they can in each lesson.

Pupils respond well to the range of strategies to support their personal, social and emotional development. The majority behave consistently well. Those who have behavioural difficulties make good and sometimes excellent progress in improving their behaviour during their time at the school. Pupils have a mature and sensitive attitude towards each other and are very accepting of people's differences and needs. They respond well to opportunities to think and reflect. Within the school they have a good level of responsibility, which extends to contributing to the wider community and world. For example, the recent earthquake in Haiti led to an instant fund-raising event. Pupils sponsor a Ugandan child to go to school and regularly communicate with him. Pupils become increasingly self-aware as they move through the school, and older pupils in particular are able to identify their personal strengths and the aspects which need more attention. Pupils are generally relaxed and happy at school, and are confident about how to seek help when they need it. Several times during the inspection pupils referred to school as feeling like 'belonging to a big family'.

Pupils learn about a range of aspects which relate to their health. They understand the importance of a good diet and enjoy eating the healthy food which is provided at lunchtime, described by one pupil as 'like being in a five star hotel'. Discussions with pupils and analysis of their work indicate that many of them have a reasonable understanding of more complex issues, such as the effects of drugs. All participate, usually with great enthusiasm, in the range of physical activities which they are offered through physical education lessons and enrichment activities, such as horse riding. Many

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take more exercise at break and lunchtimes. Through an extensive programme of careers education, work experience, and a range of vocational options, pupils develop a good understanding of the world of work, including how to communicate with an employer and how to conduct themselves appropriately in the workplace. Through business education, pupils are learning important aspects of how commerce and industry run. Pupils with the most complex needs develop important communication and life skills during their time at school and extend their range of interests, which helps them to prepare for future life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	*
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good overall. In the best lessons, staff's expectations are very high, and pupils rise to the challenges with which they are presented. In these lessons, there is a tangible sense of enjoyment and pupils develop their language and social skills by

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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working with each other. Some lessons are more mundane, and while pupils make satisfactory progress in the subject, they do not have the same opportunities to develop their independence or extend their thinking as they do in the stronger lessons. In the best lessons, assessment is used very well to ensure that pupils know which level they are working. In these lessons, pupils have a good understanding of their strengths and the skills they need to improve, and they are able to give views on how well they and others have achieved. Marking is often clear and helpful, but not used consistently. The weakest assessment consists only of ticks, and pupils are not shown where they have made errors or how to correct them.

The curriculum has an appropriate focus on the development of basic and vocational skills and is enriched by a range of additional experiences. Personal, social, health and economics education is given an appropriately high profile, as is citizenship. The school has led the development of a partnership with local secondary schools, which provides pupils from all the institutions with a range of vocational options, including construction and hairdressing. Wightwick hosts the construction course, which takes place in a specialist centre on site taught by lecturers from the local college, and leads to relevant qualifications. This partnership arrangement provides Wightwick pupils with the opportunity to work alongside their peers on a weekly basis. The focus on qualifications, while appropriate, has led to English and mathematics in particular being focused mostly on gaining the skills needed to pass the examinations and less on wider life skills and enrichment. Having undergone a period of substantial improvement to the curriculum the leadership team is aware of the need to now reconsider the balance to ensure that learning experiences, particularly in the core subjects, are suitably varied and relevant. Pupils receive excellent individual support and care from the staff. Pupils are empowered to learn, and become determined to overcome sometimes significant barriers in order to succeed. Counselling and advice are always available, often utilising the expertise of a very wide range of outside agencies, and students are encouraged to take responsibility for recognising when they need additional guidance. Staff use their knowledge of the pupils to tailor individual programmes of support. The support for progression at both key stages is of high calibre, with students' views fully considered. Their families are fully involved and speak highly about the care their children receive. The focus on students' independence and decision making supports them very well to make informed choices for their working lives or for the next step in their future. Monitoring of pupils' personal progress, for example their attendance and behaviour, is exemplary. Those with previous attendance or behavioural difficulties show rapid improvement and this has a very positive impact on their attitudes to learning. Students thrive and become independent, confident young people, looking forward to their futures in the adult community.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher clearly communicates his high expectations both to staff and to pupils. The developments he had led since the previous inspection have been suitably ambitious and have improved opportunities and outcomes for all groups of pupils. He has clear plans for how the federation can help to improve pupils' outcomes further at each school. The process of setting pupils challenging targets has been refined and improved since the previous inspection, which has led to staff having higher expectations of pupils, and pupils having higher expectations of themselves. The majority of pupils consistently reach these targets. Where they do not, senior staff quickly intervene and actions are planned and taken. This process is assisted by an increasingly sophisticated analysis of information about pupils' performance. Pupils' progress is assessed in each subject on a termly basis, but the information is not yet brought together in one easily accessible form to allow senior staff to notice patterns, strengths or issues for each pupil.

The school has excellent, innovative partnerships with local schools, businesses, and a range of agencies. These links make an outstanding contribution to the outcomes for pupils. Partnerships with parents are also strong. Staffing and resources are deployed well and flexibly to maximise pupils' achievements.

The school makes a strong contribution towards promoting community cohesion. For example, because the school is not ethnically diverse, particular attention has been paid to expanding pupils' contact with a range of ethnic groups and people of different religions. An ongoing contact with a school in Uganda is expanding pupils' understanding of international issues. Evaluation of the impact of these positive initiatives is largely informal.

The chair of the former governing body has provided the school with a good level of challenge and support. He has assisted the development of the vocational curriculum and has ensured that the governing body is accessible to parents when they have any concerns. The governing body of the federation has had too little time in post to have made a measurable impact. Safeguarding procedures and practice are good and meet current government requirements.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

- provision is outstanding. The range of courses is excellent, building on students' prior learning and allowing them to gain qualifications at the next level. Courses are well tailored to students' needs and interests and there is an increasing level of choice. Staff treat the students as mature young people, and the students respond accordingly. They act as very good role models for the rest of the school. Their enjoyment of their learning is demonstrated by their excellent attendance - many students' attendance is 100%, and the overall attendance in the sixth form rarely falls below 95%.

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What does the school need to do to improve further? Improve the teaching of English by:

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- ensuring that all lessons are appropriately challenging
- minimising the use of worksheets
- improving the presentation of pupils' work.

Fine-tune the timetable so that students can gain the benefits of enrichment and additional activities without undue disruption to the flow of learning in other subjects.

Improve the opportunities which pupils with the most complex needs have to develop their independence and to make choices by:

- improving staff's use and consistency of signing
- providing a range of age-appropriate resources in classrooms and organising these so that these pupils have a broad range of guided choices to make during less structured times of the day.

Outcomes for individuals and groups of pupils 2

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become increasingly self-aware as they move through the school, and older pupils in particular are able to identify their personal strengths and the aspects which need more attention. Pupils are generally relaxed and happy at school, and are confident about how to seek help when they need it. Several times during the inspection pupils referred to school as feeling like 'belonging to a big family'.

Pupils learn about a range of aspects which relate to their health. They understand the importance of a good diet and enjoy eating the healthy food which is provided at lunchtime, described by one pupil as 'like being in a five star hotel'. Discussions with pupils and analysis of their work indicate that many of them have a reasonable understanding of more complex issues, such as the effects of drugs. All participate, usually with great enthusiasm, in the range of physical activities which they are offered through physical education lessons and enrichment activities, such as horse riding. Many take more exercise at break and lunchtimes. Through an extensive programme of careers education, work experience, and a range of vocational options, pupils develop a good understanding of the world of work, including how to communicate with an employer and how to conduct themselves appropriately in the workplace. Through business education, pupils are learning important aspects of how commerce and industry run. Pupils with the most complex needs develop important communication and life skills during their time at school and extend their range of interests, which helps them to prepare for future life.

These are the grades for pupils' outcomes Pupils' achievement and the extent to which they enjoy their learning

Taking into account:

Pupils' attainment

The quality of pupils' learning and their progress

The quality of learning for pupils with special educational needs and/or disabilities and their progress 2 * 2 2 The extent to which pupils feel safe 2 Pupils' behaviour 2 The extent to which pupils adopt healthy lifestyles 2 The extent to which pupils contribute to the school and wider community 2 The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being

Taking into account:

Pupils' attendance1 2 2 The extent of pupils' spiritual, moral, social and cultural development 2

How effective is the provision? Teaching is good overall. In the best lessons, staff's expectations are very high, and pupils rise to the challenges with which they are presented. In these lessons, there is a tangible sense of enjoyment and pupils develop their language and social skills by working with each other. Some lessons are more mundane, and while pupils make satisfactory progress in the subject, they do not have the same opportunities to develop their independence or extend their thinking as they do in the stronger lessons. In the best lessons, assessment is used very well to ensure that pupils know which level they are working. In these lessons, pupils have a good understanding of their strengths and the skills they need to improve, and they are able

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to give views on how well they and others have achieved. Marking is often clear and helpful, but not used consistently. The weakest assessment consists only of ticks, and pupils are not shown where they have made errors or how to correct them.

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These are the grades for the quality of provision The quality of teaching

Taking into account:

The use of assessment to support learning 2 2 The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships 2 The effectiveness of care, guidance and support 1

How effective are leadership and management?

The headteacher clearly communicates his high expectations both to staff and to pupils. The developments he had led since the previous inspection have been suitably ambitious and have improved opportunities and outcomes for all groups of pupils. He has clear plans for how the federation can help to improve pupils' outcomes further at each school. The process of setting pupils challenging targets has been refined and

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improved since the previous inspection, which has led to staff having higher expectations of pupils, and pupils having higher expectations of themselves. The majority of pupils consistently reach these targets. Where they do not, senior staff quickly intervene and actions are planned and taken. This process is assisted by an increasingly sophisticated analysis of information about pupils' performance. Pupils' progress is assessed in each subject on a termly basis, but the information is not yet brought together in one easily accessible form to allow senior staff to notice patterns, strengths or issues for each pupil.

The school has excellent, innovative partnerships with local schools, businesses, and a range of agencies. These links make an outstanding contribution to the outcomes for pupils. Partnerships with parents are also strong. Staffing and resources are deployed well and flexibly to maximise pupils' achievements.

The school makes a strong contribution towards promoting community cohesion. For example, because the school is not ethnically diverse, particular attention has been paid to expanding pupils' contact with a range of ethnic groups and people of different religions. An ongoing contact with a school in Uganda is expanding pupils' understanding of international issues. Evaluation of the impact of these positive initiatives is largely informal.

The chair of the former governing body has provided the school with a good level of challenge and support. He has assisted the development of the vocational curriculum and has ensured that the governing body is accessible to parents when they have any concerns. The governing body of the federation has had too little time in post to have made a measurable impact. Safeguarding procedures and practice are good and meet current government requirements.

These are the grades for leadership and management The effectiveness of leadership and management in embedding ambition and driving improvement

Taking into account:

The leadership and management of teaching and learning 2 2 The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met 3 The effectiveness of the school's engagement with parents and carers 2 The effectiveness of partnerships in promoting learning and well-being 1 The effectiveness with which the school promotes equality of opportunity and tackles discrimination 2 The effectiveness of safeguarding procedures 2 The effectiveness with which the school promotes community cohesion 2 The effectiveness with which the school deploys resources to achieve value for money 2

Sixth form

Wightwick Hall sixth form provides students with excellent opportunities to develop as young adults, and the students make the most of these. They make excellent progress. Their enthusiasm for their learning is fully demonstrated by their excellent attendance. Leaders have a clear and ambitious vision for the sixth form. Since its inception they have carefully developed the curriculum to build on the qualifications and skills students have gained during the previous five years, and to retain their interest and motivation.

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Increasingly, the curriculum is extended and personalised. For example, two students are currently studying GCSE food technology having shown an interest in, and aptitude for, the subject. Others are studying for a vocational qualification in horticulture. Students' attitudes and behaviour are exemplary and they respond with great eagerness to the excellent teaching they receive. During an outstanding lesson observed during the inspection, students led a lively discussion about the quality of the children's book they were producing, worked at an impressive pace, supported each other, and demonstrated competent information communication technology (ICT) skills. Students with the most complex needs enjoy an impressive range of experiences which extends their learning. Sixth form students benefit from the same high level of care, guidance and support as the rest of the school. Students are given valuable advice to gain college places, training or work according to their needs.

These are the grades for the sixth form

Overall effectiveness of the sixth form	1
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

Views of parents and carers

Parents' and carers' views about the school were very positive. Almost all parents and carers felt that their children enjoyed school and were kept safe. They were very positive about the quality of teaching. One parent spoken to referred to the school as a 'lifesaver'. A few parents did not feel well enough informed about their child's progress and would like more support to be able to help their child at home, whereas other parents commented on the 'excellent communication' between school and home. A few were concerned about their child's transition from the school to adult life, especially as their children had had such a positive experience at school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wightwick Hall School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 55 completed questionnaires by the end of the on-site inspection. In total, there are 88 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	44	29	53	1	2	0	0
The school keeps my child safe	33	60	21	38	1	2	0	0
The school informs me about my child's progress	29	53	23	42	3	5	0	0
My child is making enough progress at this school	24	44	27	49	4	7	0	0
The teaching is good at this school	31	56	21	38	1	2	0	0
The school helps me to support my child's learning	25	45	25	45	5	9	0	0
The school helps my child to have a healthy lifestyle	22	40	30	55	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	42	25	45	7	13	0	0
The school meets my child's particular needs	30	55	22	40	3	5	0	0
The school deals effectively with unacceptable behaviour	26	47	26	47	3	5	0	0
The school takes account of my suggestions and concerns	27	49	25	45	2	4	0	0
The school is led and managed effectively	23	42	30	55	2	4	0	0
Overall, I am happy with my child's experience at this school	29	48	29	48	2	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



29 January 2009

Dear Students

Inspection of Wightwick Hall School, Wolverhampton, WV6 8DA

Thank you for being so welcoming when we inspected your school. You explained very clearly how the school helped you to feel confident and to do well in your lessons and examinations. We saw plenty of evidence of this in lessons and around the school.

Wightwick Hall is a good school. You behave well, work hard and support each other. You have plenty of good lessons, where the teacher expects a lot from you, and it is clear that you really enjoy being challenged with hard work. Your headteacher and staff have worked hard to improve the range of subjects you are able to study. You now have a really interesting range of lessons. Older students have good opportunities to take subjects such as construction, hairdressing and horticulture. When you are having problems, there are many people you can ask for help, and this really supports you to get over any difficulties.

I was very impressed by the attitudes of the sixth form students. You are mature and sensible young people and you are working very hard to gain your qualifications. You receive some excellent teaching and you really make the most of this. Your attendance is excellent and sets a very good example to the rest of the school.

To make your learning even better I have asked the school to do a few things:

- make sure that all your English lessons are interesting, help you with your presentation and use fewer worksheets
- for Classes 3, 4 and 6.3, give you more interesting activities to do when you have free choices, and to use more signing with you to help your language skills
- try to make sure that activities such as horse riding do not interfere too much with your other lessons.

Thank you again for your help with the inspection. I wish you every success in the future.

Yours sincerely

Mrs S. Morris-King

Her Majesty's Inspector

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