# Inspection of Tettenhall Wood School

Regis Road, Tettenhall, Wolverhampton, West Midlands WV6 8XF

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| Inspection dates: | 19 and 25 November 2024 |
| The quality of education | **Good** |
| Behaviour and attitudes | **Outstanding** |
| Personal development | **Good** |
| Leadership and management | **Good** |
| Sixth-form provision | **Good** |
| Previous inspection grade | Not previously inspected under section 5 of the Education Act 2005 |

The executive headteacher of this school is Ross Ashcroft. This school is part of Amethyst Academies 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), Nicola Licata, and overseen by a board of trustees, chaired by Sue Reid.

## What is it like to attend this school?

Tettenhall Wood School is a happy school. Whenever a pupil joins the school, they are made to feel welcome and settle quickly into school life. Pupils of all ages get on well together. They like to help each other. On the rare occasion they get distracted by something, they are well supported to use the strategies they have been taught to quickly get back on track. As a result, pupils behave exceptionally well in and out of lessons.

The school is ambitious for pupils to do well. Staff want the very best outcomes for them. The school makes sure that pupils are taught the important knowledge that will help them in later life. A recent revision of the curriculum is starting to show positive impact.

From the youngest children, all pupils get to discover their talents and interests. Pupils take great pride in having a school job. For example, older students have been making the school house habitable. Some pupils cut the grass and hedges and some are helping to paint and decorate rooms. Some are practicing their buying skills to purchase furniture for each room. This is helping them gain useful skills for later life.

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

All pupils have special educational needs and/or disabilities (SEND) and an education, health and care plan. Most staff have a clear understanding of the individual needs of each pupil. This means that they can support pupils with their learning. Transitions are carefully managed. This ensures that pupils feel well supported at each stage of school life.

The school has the ambition that all pupils will reach their full potential. The curriculum has been well thought through. Whatever their age, it is clear to staff what the important knowledge is that pupils need to know. The school makes sure that pupils are given ample opportunity to practise important skills that they need for the future. Many older pupils follow formal qualifications. These are well matched to a clear career pathway.

The school has recently adopted a new scheme to teach pupils to read. However, the teaching of this programme lacks the consistency and precision required. Teachers do not always supply pupils with the appropriate books. This means pupils cannot practise the sounds they have just learned. As with some other parts of the curriculum that have recently been changed, some pupils are not learning the key knowledge they need.

In many areas of the curriculum, subject leaders check that teachers are identifying gaps in pupils' knowledge. Where this happens, support is quickly given so that pupils do not fall behind. However, this is not the case in every curriculum area. Not all subject leaders are spotting where some teachers have not checked on pupils' understanding. This means that some pupils do not get the support they need. In these cases, pupils are not building their knowledge securely and their learning slows.

Pupils' personal development is an important part of the wider curriculum. The school has a deliberately planned calendar of events that enhances the curriculum. The school is building links with local businesses so pupils can find out about the world of work. Older pupils get to practice what they have learned in school when out in their community. Pupils learn how to protect themselves online and they know how to form safe friendships. The careers programme is a strength of the school. Older students also benefit from travel training and learn how to access medical services independently or with the help or others.

The school works with external professionals who are experts in communication, behaviour and trauma. This partnership working means that over time pupils are able to develop their ability to communicate with others effectively and to build their resilience to change. Teachers and external agencies are also helping students in the sixth form prepare for life after school. The transition into continuing education and/or training is well managed. This is helping pupils feel confident as they prepare for life beyond school.

The vast majority of pupils attend school regularly. Some pupils with higher levels of anxiety struggle to attend school. Parents of these pupils benefit from the help and advice of the pastoral team. With their help over time, these pupils improve their attendance. These pupils are then able to enjoy the full benefits of school life.

Trustees and local governors share the passion of school staff and want the very best for their pupils. They support and challenge the headteacher in equal measure. Trustees, local governors and school leaders have taken decisive action. As a result, pupils' behaviour is exemplary. Improvements to the curriculum are also having a positive impact.

## Safeguarding

The arrangements for safeguarding are effective.

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

## (Information for the school and appropriate authority)

- The phonics curriculum is not implemented consistently well. This is stopping some pupils from learning to read fluently quickly enough. The school should make sure that all staff have the necessary expertise to teach the phonics curriculum as intended.
- Sometimes, the school does not check accurately enough the implementation of the curriculum. This means that some weaknesses in teaching are not identified and addressed quickly enough. As a result, pupils do not always learn the curriculum as intended. The school should ensure that all aspects of the curriculum are monitored as expected.

## 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

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| **Unique reference number** | 149227 |
| **Local authority** | Wolverhampton |
| **Inspection number** | 10322925 |
| **Type of school** | All-through Special |
| **School category** | Academy special converter |
| **Age range of pupils** | 4 to 19 |
| **Gender of pupils** | Mixed |
| **Gender of pupils in sixth-form provision** | Mixed |
| **Number of pupils on the school roll** | 170 |
| **Of which, number on roll in the sixth form** | 20 |
| **Appropriate authority** | Board of trustees |
| **Chair of trust** | Sue Reid |
| **CEO of the trust** | Nicola Licata |
| **Executive headteacher** | Ross Ashcroft |
| **Website** | www.tettenhallwoodschool.org.uk |
| **Date of previous inspection** | Not previously inspected |

## Information about this school

- The school has joined Amethyst Academies Trust since its last graded inspection.
- The school appointed a new headteacher in this academic year. They then became executive headteacher of the school.
- The school caters for pupils with autism. All pupils have education, health and care plans.
- The school does not make use of any registered or unregistered providers of alternative provision.
- 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.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (sixth-form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 the school and have taken that into account in their evaluation of the school.
- The inspection started on 19 November 2024. It was paused in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy. Inspectors returned on 25 November 2024 to complete the inspection.
- The inspectors held meetings with the executive headteacher, two deputy headteachers, two assistant headteachers, the chief executive officer of the trust, and the chair and vice-chair of the local governing committee. The lead inspector spoke with the chair of trustees online and had a telephone call with a representative of the local authority.
- The inspectors carried out deep dives in the following subjects: reading, English and communication, physical education, art and personal, social, health and economic education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in other subjects and looked at a sample of work and documentation from other subjects.
- To gather evidence on pupils' wider development, inspectors met with the executive headteacher, senior leaders, teachers and groups of pupils.
- 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.
- The lead inspector reviewed a range of school documentation and policies, including the school development plan and minutes of governance meetings.
- Inspectors spoke to leaders, staff and pupils about the wider work of the school.
- Inspectors reviewed the school's records of behaviour, including bullying, and records of suspensions. Inspectors observed pupils' behaviour in lessons and around the school.

- Inspectors considered responses, including free-text comments, to Ofsted Parent View, the online survey for parents. They also reviewed the responses to the staff survey and gathered the views of staff and pupils on site through discussions and through information sent to them during the inspection.

## Inspection team

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| Jane Edgerton, lead inspector | Ofsted Inspector |
| Susan Hickerton | Ofsted Inspector |
| Alexander Laney | His Majesty's Inspector |
| Gareth Morgan | His Majesty's Inspector |

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