

Bloxwich Academy

Leamore Lane, Bloxwich, Walsall WS2 7NR

Inspection dates

24–25 November 2015

Overall effectiveness

Inadequate

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Inadequate
16 to 19 study programmes	Require improvement
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is an inadequate school

- Insufficient action has been taken by governors and leaders to tackle wide-ranging weaknesses in the quality of education students receive.
- Middle leaders lack the skills to implement improvements in their areas of responsibility.
- Leaders of the secondary school do not know how well pupils are achieving in all year groups.
- Pupils do not acquire the basic skills they need to succeed in the next stage of their education.
- In the secondary phase, pupils underachieve in a range of subjects. They make inadequate progress in English and mathematics.
- In the primary phase, attainment is consistently low by the end of Key Stage 1. Pupils make inadequate progress in mathematics.
- The early years provision is inadequate. Children are not suitably prepared for primary school.
- Additional funding to help disadvantaged pupils and lower-attainers to catch up has been wasted.
- Weak teaching does not allow pupils to make the progress they should or secure the skills they need to do well. Instability in teaching staff has detrimentally affected pupils' education.
- Teachers have low expectations. They set work that does not challenge pupils.
- Teachers do not spot when pupils struggle or are ready to start new work.
- Teachers' feedback does not support pupils to improve their learning.
- In the secondary school, poor attitudes hinder pupils' learning. Some pupils are disruptive and unruly. Attendance is unacceptably low.
- The sixth form requires improvement. Outcomes in academic subjects and in GCSE English and mathematics resits are not yet good.

The school has the following strengths

- Current leaders have a realistic view of the school's failings.
- Behaviour in the primary phase is good.
- Pupils are safe and feel safe.

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve teaching so that pupils consistently make good or better progress and close the gaps in their learning and skills by making sure that all teachers:
 - plan lessons that capture pupils' interests so that they are motivated to learn
 - offer feedback that helps pupils to improve their work and understand what they need to do to succeed
 - use information about pupils' progress and attainment to plan activities that build on their prior knowledge, skills and understanding that results in pupils of different abilities being challenged to learn well
 - check pupils' progress in lessons to see if pupils need additional support or are ready to move on to more demanding work
 - know how to develop pupils' reading, writing, communication and numeracy skills in areas outside of English and mathematics.
- Improve leadership and management so that it has a sustained impact on pupils' outcomes, attendance and behaviour by:
 - making sure that accurate, reliable information about the progress and attainment of all groups of pupils, across all years, is used by leaders to help pupils to catch up
 - rigorously monitoring the deployment of additional funding to raise the outcomes and attendance of disadvantaged pupils and to raise the attainment of pupils with lower attainment on entry to the secondary school
 - tackling weak teaching and underperformance in the school
 - developing the skills and expertise of middle leaders so that they are able to improve teaching and outcomes in their areas of responsibility
 - improving the curriculum and the quality of teaching of mathematics in the primary school
 - ensuring that the Trust offers the primary school the support and resources needed to improve
 - recruiting a stable, substantive workforce of specialist teachers and leaders.
- Improve the behaviour of pupils in the secondary phase by:
 - setting clear expectations of pupils' conduct that are reinforced consistently by all members of staff
 - ensuring that pupils move around the site in a sensible and orderly manner
 - making sure that pupils speak to adults and each other respectfully and use appropriate language
 - making sure that pupils follow instructions, listen to their teachers, start work quickly and sustain their concentration on tasks in lessons
 - developing strategies that lead to a reduction in the rate of exclusions from the school.
- Improve pupils' attendance in the secondary phase so that the wide gap between their attendance and those of other pupils nationally reduces rapidly; this also includes considerably reducing the proportion of pupils who are regularly absent from school.

- Improve the sixth form by:
 - making sure that more learners who have not secured a GCSE grade C or above in English or mathematics by the end of Key Stage 4 do so by the time they leave the sixth form
 - further raising achievement in academic subject areas so that outcomes are consistently good.

- Improve provision and standards in the early years by:
 - developing strong leadership, consistent high-quality teaching and robust assessment systems
 - ensuring that the curriculum meets the needs of children and helps them to develop the skills, knowledge and understanding they need to succeed in primary school, particularly in reading, writing and mathematics.

An external review of the school's use of the pupil premium should also be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management is inadequate

- Since the previous full inspection, leaders and governors have failed to tackle weaknesses in the school successfully. Many of the issues that were identified as needing urgent attention two years ago persist. A culture of low expectations continues. Some aspects of the school's work, such as early years provision, have deteriorated.
- Instability in leadership and a high turnover of teachers have prevented pupils from achieving well.
- Leaders have yet to demonstrate their capacity to improve the school. The executive headteacher, associate headteacher of the primary school and governors have a clear understanding of the school's weaknesses. However, current leadership arrangements are too recent to have had the impact needed to raise standards.
- Middle leaders do not have the skills or expertise to drive forward improvements quickly. Some leaders are unable to identify accurately the strengths and weaknesses in their areas of responsibility or produce effective plans for improvement. This limits leaders' ability to implement positive change.
- Leaders lack a clear view of pupils' progress and attainment across the school and are therefore unable to tackle underachievement robustly. They are taking appropriate steps to secure the reliability of new assessment systems. However, these systems and checks have not been in place long enough to yield accurate information. The school has limited information about the current progress and attainment of pupils in Key Stage 3. This is a considerable barrier to improvement.
- Additional funding to support the needs of disadvantaged pupils has been deployed ineffectively. It has failed to make a positive difference to the outcomes or attendance of pupils who are entitled to it. Current governors and leaders are beginning to take suitable action to ensure that this funding is better used. The primary school has not had access to this funding until this academic year.
- Extra funding to quicken the progress of pupils with lower attainment on entry to Year 7 has been poorly managed. Current leaders are beginning to use this to provide additional support for pupils to help develop their reading and writing skills. Little is in place to accelerate pupils' weak numeracy skills.
- In the secondary phase, the executive headteacher and leaders from other academies within the Matrix Academy Trust are working closely with staff to support the development of leadership and teaching, and put in place more robust systems to monitor the work of the school. The school is heavily reliant upon this support because there is insufficient capacity within the existing leadership team to make the necessary changes.
- Too little support has been directed towards the primary phase. Previous links with schools identified to help leaders in the primary phase proved unsuccessful. More recently brokered support has yet to have an impact. The trust lacks expertise in the primary sector.
- Current leaders have begun to set clearer expectations for teachers and are tackling underperformance. These expectations are being reinforced by more frequent checks on the quality of teaching across the school and improved systems to manage the performance of teachers. Support has been offered to teachers whose teaching is not yet good. However, ongoing inconsistencies in the quality of teaching mean that pupils do not make the progress that they should.
- Leaders have recently taken suitable steps to change the curriculum in the secondary phase, as its inadequacies contributed to pupils' underachievement. Changes include the length of lessons, more time for English and mathematics and widening the range of subject choices available for pupils in Key Stage 4. Lower-ability pupils have more time to develop crucial literacy skills in Key Stage 3. As a result, the curriculum is better positioned to meet the needs, aspirations and interests of pupils, but it is too early to gauge the impact of these changes.
- A new personal development programme has been introduced in the secondary school with an appropriate focus on preparing pupils for life in modern Britain. Leaders have a strong commitment to the cultural enrichment of pupils through visits and trips. Pupils also learn about other faiths through their study of religious education. A small number of pupils in the secondary phase benefit from involvement in extra-curricular sports clubs. Many of these changes are too recent to have made a discernible difference to pupils' attitudes and values.
- Improved careers information, advice and guidance is helping more pupils who leave secondary school and the sixth form to take up places in education, employment or training.
- In the primary school, the mathematics curriculum is inadequate as it does not develop pupils'

mathematical skills well enough. Pupils are taught a suitable range of subjects. Assemblies and a variety of artistic and musical activities make a positive contribution to pupils' spiritual, moral and social development. Through religious education lessons, pupils gain an adequate understanding of other cultures. There is an appropriate focus on developing pupils' reading and writing skills across subjects that is supporting some improvements for pupils.

- The primary sports funding is used to employ specialist sports teachers and to offer a good range of sports clubs. This has led to a positive increase in pupils' enjoyment of, and participation in, physical education activities.
- Most staff from the secondary phase who returned Ofsted's questionnaires feel that the school has not improved since the previous inspection. A majority expressed concerns about behaviour and some felt that this, coupled with high rates of staff absence, was having a negative impact on staff morale.
- Stronger leadership of the sixth form is improving teaching, behaviour, attendance and some key areas of learners' achievement. However, standards are not yet good.
- Questionnaire returns from primary school staff offer broadly positive views of this phase of the school.
- Inspectors strongly recommend that the school should not seek to appoint newly qualified teachers.
- **The governance of the school**
 - Governance has changed since the previous inspection. A more streamlined governing body comprised of skilled, experienced governors is now sharply focused on bringing about improvements and holding leaders to account for doing this. However, this governing body has not been in place long enough to make a sustained difference.
 - Governors are able to challenge and interrogate the information that leaders present so that they get a clear picture of the school's performance. They have, however, only recently understood the weaknesses in the primary phase well enough.
 - Governors have a good grasp of the how additional funding should be deployed, including funding for disadvantaged pupils, and aspire to ensure that it makes a difference to pupils. Governors also acknowledge the school's poor management of this, and other funding in the past.
- The arrangements for safeguarding are effective and meet statutory requirements. Leaders ensure that staff are vigilant to the range of risks pupils may face and understand how to report concerns they may have. There are close links with the local authority and other local agencies. Leaders ensure that pupils now undertake a range of experiences through the curriculum to raise their awareness of the dangers they may face, including those particular to the local community.

Quality of teaching, learning and assessment is inadequate

- The quality of teaching, learning and assessment is inadequate because pupils across the school underachieve. Standards of teaching are too variable and weak teaching impedes pupils' learning. Changes to teachers and high levels of staff absence mean that some pupils regularly receive teaching from non-subject specialists. This further hinders pupils' progress.
- Teachers do not use information about what pupils already know, understand and can do to plan lessons that enable pupils to make enough progress. The work set for pupils is therefore not well pitched to meet the range of abilities within a class. Tasks can be too difficult for some, or fail to be challenging enough for others.
- Teachers' low expectations of what pupils are capable of achieving result in the work that is set being too easy. For example, the work in a book of a Year 2 showed they were proficient in adding and subtracting numbers up to 1,000. However, when asked to solve mathematical problems the pupil did not have to go beyond numbers up to 30.
- Low expectations are further reflected in the presentation of pupils' work. Teachers do not insist on high standards of presentation. Pupils are allowed to scribble and present untidy work.
- Pupils' lack of basic skills is evident in pupils' poor handwriting, and the wide range of spelling, punctuation and grammatical errors in their work. Some teachers do not exemplify correct letter formation through their own handwriting.
- Sometimes pupils struggle to access activities because they cannot read the material they have been given. Although some training is beginning to take place to equip teachers with the expertise needed to better support the development of pupils' literacy skills across subjects, this work is in its early days in the secondary phase.

- Teachers do not check how well pupils are learning during lessons. Consequently, pupils' progress is stalled because they struggle or are ready to move on to more demanding work and their teacher has not realised this.
- In the secondary phase, some pupils' poor attitudes, lack of concentration, motivation and enthusiasm are a considerable barrier to their learning. Pupils are reluctant to start tasks and often work slowly. Some pupils do not get on with their work unless closely supervised or cajoled by their teacher. As a result, much work in some pupils' books is incomplete.
- The quality of teachers' feedback to pupils is variable. Teachers are beginning to apply the school's marking policy. However, the feedback that teachers offer is sometimes too vague to be helpful and is not sharply linked to pupils' learning. This is because some teachers do not have a clear understanding of how to assess pupils' work. Pupils do not always read their teachers' comments and so do not know what they need to do improve their work.
- Where pupils make better progress, lessons are well structured and teachers make it clear what pupils need to do to do well. In these cases, good relationships between teachers and pupils help to create a positive climate for learning.
- Some teachers have high expectations, plan lessons that engage pupils' interest and ask challenging questions to get pupils to think more deeply about their learning. For example, in a Year 11 science lesson, the teacher's questioning encouraged pupils to talk through how they arrived at their ideas. This promoted learning well.
- In the primary phase, teaching assistants work well with individuals and groups of pupils to help pupils to move forward in their learning. This is especially the case in reading and writing. The impact of teaching assistants in the secondary phase is inconsistent. Some do not do enough to support pupils' progress.

Personal development, behaviour and welfare is inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- The poor attitudes of some older pupils show that they have not acquired the attributes they need to be successful learners.
- The welfare of pupils is given high priority. Pupils in the secondary phase follow a suitable range of topics in their personal development lessons which helps them to be alert to risks in their local community. Pupils understand the risks and dangers of using the internet, crime and drug and alcohol use. Theatre productions have raised some pupils' awareness of child sexual exploitation and the dangers of extremism. In the primary phase, pupils also understand how to stay safe in a range of situations. They speak confidently about the importance of using social media carefully and not providing people they do not know with personal information.
- Pupils say that they feel safe in the school and that they trust members of staff to support them if they have difficulties or problems. In the secondary phase, high levels of supervision, coupled with changes to lunchtime arrangements, have reduced incidents of bullying. Pupils understand the risks and dangers of bullying, including discriminatory bullying. However, a few still use homophobic language.
- Assemblies, lessons and visitors help younger pupils to understand the importance of treating others with respect. Pupils are encouraged to treat others fairly. They understand the difference between unkind behaviour and bullying and say that any such incidents they may report are dealt with quickly. School records confirm this to be the case.
- A strong focus on providing careers education and information, advice and guidance led to a sharp reduction in the proportion of pupils leaving school who were potentially not entering employment, education or training towards the end of last academic year.

Behaviour

- The behaviour of pupils is inadequate.
- The negative attitudes to learning of a significant minority of students in the secondary phase are a contributory factor to their underachievement. When teachers try to correct pupils' behaviour, some pupils do not comply with their teachers' instructions and continue to misbehave. Pupils sometimes speak disrespectfully to school staff and can become argumentative when challenged.
- Pupils say that disruption in lessons is common. The majority of staff in the secondary school express concerns about standards of behaviour. Inspection evidence confirms these views.

- When some pupils move between lessons their conduct is poor. They can be rowdy and boisterous. Pupils describe circulation as 'chaotic'. Inspectors agree. A few pupils were heard swearing and using homophobic language by inspectors. Some pupils are late to school and to lessons. Truancy during lessons has reduced, but remains a problem. Inspectors saw pupils wandering around the school site during lesson time.
- Attendance in the secondary phase is exceptionally low and in the lowest 10% of schools. The proportion of pupils regularly absent from school is much higher than the national average. There are few signs of improvement. Conversely, attendance has improved in the primary phase and is now broadly similar to the national average for primary schools. Staff work well with external agencies to keep a close check on those who do not attend regularly and to support them in attending more frequently.
- The proportion of older pupils excluded from the school is well above average and has risen. The use of exclusions is proving ineffective in helping individuals to improve their behaviour. Some pupils want to get excluded. Exclusions serve to reduce the impact of these pupils on others.
- Leaders do not track patterns in pupils' behaviour well enough in order to respond to patterns and trends and therefore make behaviour better over time.
- Pupils who attend courses away from the school site have not made improvements to their behaviour. This is because the courses they have undertaken have been poorly matched to their needs and monitoring of this has been poor. A reduction in the use of this provision is enabling leaders to be increasingly assured that current pupils are safe, attending well and are making improvements.
- Some pupils in the secondary phase feel that behaviour is beginning to get better under the current leadership. The canteen is well supervised and more orderly. Changes to lunchtime arrangements have led to a decrease in incidents of poor behaviour. Pupils report that smoking on the school site during lunchtimes has reduced. Pupils generally look smart in their new uniforms.
- In contrast to the secondary school, pupils' behaviour in the primary phase is good. Rewards and praise encourage pupils to behave well. Pupils generally stay motivated and concentrate on their work even when the work that is set for them is too easy. Occasionally, pupils lose interest and become disengaged. This mainly happens when their work does not capture their interest.
- Pupils walk around the primary school site calmly and quietly. They hold doors open and greet each other and adults politely. In the playground, pupils play together amiably. They respond promptly to directions from adults and line up quickly and quietly at the end of breaktimes.

Outcomes for pupils

are inadequate

- Children, pupils and learners underachieve in all phases of the school. They do not acquire the reading, writing and mathematical skills they need to succeed in their education.
- Since the school opened, the examination results of pupils at the end of Year 11 have been well below the government's floor standards. Improvements have been fragile at best.
- The progress made by pupils in English and mathematics during their time in the secondary phase is exceptionally poor and in the bottom 1% of all schools. In the most recent tests, only one fifth of pupils made the progress they should have in mathematics and less than one third made expected progress in English. All key groups of pupils, from their different starting points, made inadequate progress.
- Widespread underachievement is also reflected across a range of other subjects. Attainment and progress is too low. For example, last academic year, no pupils secured GCSE passes at grade C or above in geography or media studies. Very few pupils attain the highest grades because the most-able pupils have not been challenged to excel.
- The school's predictions for the current Year 11 show that leaders are forecasting some improvements. This information is not yet fully reliable. However, results are expected to remain below minimum standards. Pupils' progress in mathematics continues to be too slow because teaching is simply not good enough.
- Pupils with special educational needs or disability make inadequate progress. The poor achievement of disadvantaged pupils is reflected in the wide and widening gaps between their attainment and that of other pupils nationally. Published information shows that disadvantaged pupils in the school fell nearly three grades below their peers in English and nearly four grades in mathematics. Additional funding has failed to make a difference.
- At the time of the inspection little information about the attainment and progress of pupils in Key Stage 3

was available. This is because assessments have not been undertaken. Leaders therefore have no secure idea how well pupils in this key stage are doing.

- The work in pupils' books shows that widespread underachievement continues. There are extensive gaps in the knowledge, understanding and skills of pupils across the secondary phase. Much work produced is below age-related expectations. Some pupils are beginning to write more in some lessons.
- There is a strengthened focus on developing pupils' reading skills in the secondary phase. Pupils follow a dedicated reading programme and those who struggle with their reading are well supported by pupils in the sixth form. Pupils with low literacy skills in Year 7 are now undertaking a phonics (letters and the sounds that they make) programme. However, this work has not yet made a sustained difference.
- Outcomes for pupils who attend courses away from the school site have been inadequate. Some pupils have not secured appropriate qualifications. Leaders have now reviewed this provision so that it better matches pupils' needs. As a result, current pupils are starting to make better progress.
- In the primary school, pupils are not making fast enough progress to attain good standards. They enter the secondary school with attainment well below national average. At the end of Year 2 outcomes have been consistently well below average in reading, writing and mathematics.
- Pupils, including the disadvantaged, those with special educational needs and disability, and the most able, make inadequate progress in mathematics by the end of Year 6. The work in pupils' books and visits to lessons confirm that across year groups pupils are not making enough progress and standards remain very low. Pupils are not challenged sufficiently and this is shown in their low levels of progress. In contrast, pupils' achievement in reading and writing is showing signs of improvement.
- Disadvantaged pupils in the primary school do not achieve as well as their classmates or other pupils nationally. Gaps are not closing. Middle-ability disadvantaged pupils in particular make slow progress in relation to their peers. As a result, their attainment lags behind their classmates by more than a year by the end of the Key Stage 2.
- Pupils' achievement in writing by the end of Year 6 is better. Teachers are increasingly ensuring that pupils spell correctly and use punctuation and grammar properly. More opportunities for pupils to write across different subjects are also contributing to steadily rising standards in writing.
- Last year, effective action was taken to raise the achievement of Year 1 pupils in reading. In the 2015 national phonics check at the end of Year 1, the percentage of pupils that reached the expected level was similar to the national average.
- Pupils in Years 1 to 6 are reading more regularly and making better progress in their reading skills than in the past. This is because of a systematic approach to teaching reading and extra support for pupils. The range of books available in school ensures that pupils enjoy reading.
- Specialist music teaching in the primary school enables pupils to make quick progress in this subject.

Early years provision

is inadequate

- Last academic year, the proportion of children who achieved a good level of development increased. It was broadly similar to the national figure. Inspection evidence confirms that staff are failing to build on this improvement.
- Recent changes in staffing have had a negative impact on teaching in the early years. Teaching in the Nursery and Reception classes does not help children to make the progress they should, particularly in reading, mathematics and writing.
- Staff in the early years know that children join the Nursery with skills and knowledge that are below those typical for their age, especially in mathematics, reading and writing. Despite this, they are not doing enough to prepare children for Year 1.
- Teachers' expectations of children are not high enough. The activities that they plan for the children are simplistic. They do not help children, including the disadvantaged and those who have special educational needs or disability, to deepen their knowledge or gain new skills.
- Lessons do not start promptly and children lose valuable learning time. In one instance, a teacher read out the names of individual children in the class and asked them to walk to their chosen activity. Most children waited and did nothing until the teacher finished calling out the names of everyone in the class.
- Staff do not have an up-to-date overview of the achievement of different groups of children. This is because their systems for recording children's learning do not provide a thorough picture of the progress that children make in the different areas of learning.

- Leadership of the early years is ineffective. The leader for early years does not have an accurate understanding of the strengths and weaknesses of provision. Plans for improvement are vague and do not identify the precise actions that will be taken to raise children's achievement and improve teaching. Additional funding is not being used to help disadvantaged children make better progress.
- Relationships between children and staff are positive. The children are polite and keen to talk to adults. However, some children do not behave as well as they should. They become easily distracted and do not always listen when an adult is speaking.
- Staff ensure that children are well supervised, cared for and are kept safe. In the classrooms and the outdoor areas children move around safely and use large equipment sensibly.
- Staff work well with parents to ensure that children settle quickly when they join the school. Through ongoing informal discussions, the parents' notice board and newsletters, staff ensure that parents receive regular information about their children and planned events in the early years.

16 to 19 study programmes

require improvement

- Standards of the small number of learners in the sixth form are not yet good. However, better leadership is having a positive impact on teaching and learners' outcomes. As a result, the sixth form is now improving.
- Appropriate, timetabled courses are now in place to give those learners who have not succeeded in passing GCSE English or mathematics at grade C or above the opportunity to resit their courses. However, too few learners improve their grade, particularly in English.
- In academic subjects, learners have not achieved as well they should. This is because they have followed courses that were not matched to their abilities. Leaders have now ensured that this is no longer the case. Current learners are now making better progress. Outcomes for learners studying vocational courses improved last academic year and were broadly average. Inspection evidence shows that the majority of learners are on track to make progress in line with national rates.
- Almost all learners who start courses now complete them, and this is an improvement on previous years.
- Careers education, information advice and guidance have had a positive impact on learners' destinations when leaving the sixth form. Last academic year, the proportion of learners not entering education, employment or training was much lower than in the past. A range of visits to universities and careers conventions are continuing to raise the aspirations of learners. More learners take up places at university.
- Teaching in the sixth form is improving and helping learners in making quicker progress. Leaders are increasingly monitoring the quality of teaching to secure greater consistency across subjects. However, there remains variability. Where learning is strongest, teachers use their subject knowledge to plan lessons that enable learners to quickly develop the skills they need to succeed in their examinations. For example, in a Year 13 art lesson, learners made excellent progress because the teacher had high expectations, set challenging work and offered learners clear feedback.
- Where learning is weaker, learners are not always challenged enough to secure the highest grades
- Personal development lessons offer learners a good understanding of how to succeed in their studies. Learners feel safe, behave well and exhibit good attitudes to their learning. They work well during supervised independent study time. Leaders have raised expectations of how learners should dress and taken effective action to improve attendance, which has risen considerably this academic year.
- Learners benefit from a suitable range of opportunities to develop their employability skills. This includes involvement in charitable activities and supporting younger pupils in improving their reading skills.

School details

Unique reference number	137274
Local authority	Walsall
Inspection number	10001609

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

Type of school	All-through
School category	Academy sponsor-led
Age range of pupils	3–18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,037
Of which, number on roll in 16 to 19 study programmes	26
Appropriate authority	The governing body
Chair	Mr Keith Hoey
Executive Headteacher	Dame Maureen Brennan
Telephone number	01922710257
Website	www.bloxwichacademy.co.uk
Email address	postbox@bloxwichacademy.co.uk
Date of previous inspection	5–6 November 2013

Information about this school

- Bloxwich Academy is larger than the average-sized sponsored academy. It is an all-through school, offering education for children, pupils and learners from the ages of three to 18.
- The school opened in January 2012. It was formerly known as the Mirus Academy and sponsored by the Walsall College Academy Trust. It is now sponsored by the Matrix Academy Trust.
- The executive headteacher joined the school in May 2015. The current local governing body and the Chair of the Governing Body have been in place since this time.
- Leaders from other academies in the Matrix Academy Trust, several of whom are from the Barr Beacon School, support the school in the secondary phase.
- A number of staff have submitted their resignations. Several new appointments, including a new head of the mathematics department, will take up post in January 2016. A substantive headteacher has also been appointed. He will also start in January 2016.
- The large majority of pupils and pupils are White British.
- The proportion of pupils who have special educational needs or disability is above average.
- The proportion of disadvantaged pupils, who are those eligible for support from the pupil premium, is much higher than average.
- There are currently three pupils attending classes away from the school for all of the week and five attending classes for part of the week. The institutions providing these pupils with alternative and work-related courses are The Vine Trust, The Shepwell Centre, Alpha Hair and the MAP project.

- The school does not meet the government's floor standards, which set the minimum expectations for pupils' attainment and progress in Key Stage 4 examination results. The primary school meets the government's current floor standards for attainment and progress by the end of Year 6.

Information about this inspection

- This was the school's first full inspection since it was placed into special measures in November 2013.
- Inspectors observed pupils' learning in 45 lessons or parts of lessons. They carried out some observations jointly with the school's senior leaders. Observations of other aspects of the school's work were also made, such as tutor time and study time in the sixth form.
- Inspectors also looked at pupils' books and folders as separate activities and during lessons.
- Meetings were held with groups of pupils in all phases of the school. Meetings were also held with governors and school staff, including senior and middle leaders. Informal discussions also took place with staff and pupils throughout the inspection.
- There were insufficient responses to the online Parent View questionnaire to provide evidence for the inspection. Inspectors therefore considered the school's surveys of the views of parents.
- Questionnaire returns from 79 members of staff were analysed.
- Inspectors looked at a range of documentation, including the school's self-evaluation and improvement plans, school policies, external reviews of the school and minutes of meetings of the governing body. Information about pupils' progress, attainment, attendance and exclusions was also examined, as were the school's records of safeguarding, checks on the quality of teaching and marking, and information about the way teachers' performance is linked to salary scales.

Inspection team

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