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# Education and Skills Annual Report regional information pack: West Midlands

Ofsted today launches its Annual Report for 2015/16, which gives a state of the nation picture of the performance of early years, schools, colleges and further education and skills providers in England.

This year’s Annual Report has found that:

* England’s education system is not yet world class but there have been significant improvements.
* For the sixth year in a row, the proportion of good and outstanding nurseries, pre-schools and childminders has risen and is now at 91%. The proportion of good and outstanding nurseries is now almost the same in the most deprived areas of the country as in the least deprived.
* The proportion of good and outstanding primary schools has risen from 69% to 90% in five years. The reading ability of pupils eligible for free school meals at age seven in 2015 was six percentage points closer to the level of their peers than five years ago.
* Secondary schools have improved and 78% are now good or outstanding. However, secondary schools in the North and Midlands are still behind the rest of the country. The proportion of pupils who achieved highly by the end of primary school who then went on to achieve A/A\* in their GCSEs in the North and Midlands was six percentage points lower than in the rest of the country.
* The proportion of good or outstanding general further education colleges has declined from 77% in 2015 to 71% this year.
* There are some signs of improvement in the quality of apprenticeships. However, the supply of high-quality apprenticeships at level 3 is not yet meeting demand.

Ofsted’s Regional Director, West Midlands, is available for interview to talk about the education performance in the region from 10 am. Please contact the press office on 03000 130415 or 03000 131134 to arrange an interview.

The key findings and headline facts for education performance in the region are below, along with:

1. a quote from Lorna Fitzjohn, Regional Director, West Midlands
2. primary and secondary school performance for the region
3. case studies of providers in the region that can be contacted
4. a list of outstanding providers in the region.

The Education and Skills Annual Report 2015/16 and press notice and a link to an Audio Boom where Lorna Fitzjohn talks about the key issues for the region can be found [here](https://www.gov.uk/government/collections/ofsted-annual-report-201516).

## Key findings and headline facts for the West Midlands

### Early years

* **An impressive 91% of early years registered providers are good or better, which is in line with the national figure.**
* A good level of development was achieved at age five by 67.1% of children in 2016: this is around three percentage points higher than last year but still below the national figure. Children up to the age of five attend nursery classes in primary schools as well as early years registered providers. At 60.5%, Sandwell has the lowest proportion of children across the region achieving a good level of development. In 2015, the achievement of children eligible for free school meals was in line with their peers nationally at age 5.
* Some 77% of two-year-old children benefiting from funded early education in the West Midlands are in providers judged to be good or better, the lowest proportion of any English region and lower than the national figure of 84%.

**Primary**

* **Eighty-seven per cent of pupils are now in good or outstanding schools. For the region to catch up with the national benchmark, further improvement is required, particularly in Walsall and Wolverhampton.**
* In the Year 1 phonics screening check, the proportion of pupils meeting the expected standard was in line with England in 2016. The region was ranked joint third with the South East and just behind the North East and London. Solihull and Telford and Wrekin were the highest performing local authorities in the region on this measure. Birmingham, Wolverhampton, Sandwell, Coventry and Dudley were the weakest performing local authorities.
* At key stage 1, the proportions of children in the West Midlands achieving the new expected standards in 2016 were 73% in reading, 64% in writing and 71% in mathematics. The region was below national levels in each of these subjects. In science, the West Midlands was the joint weakest region with Yorkshire and the Humber.
* Solihull was the strongest performing local authority in the West Midlands both in phonics and in most key stage 1 subjects. Sandwell was among the weakest performing local authorities in the region both in phonics and key stage 1 subjects.
* At key stage 2, 2016 provisional results show that 49% of pupils in the West Midlands reached the new expected standard in reading, writing and mathematics. This was below the national level. The West Midlands is the joint lowest performing region with Yorkshire and the Humber.
* Solihull, Warwickshire and Telford and Wrekin show the highest attainment for pupils reaching the new expected standard in reading, writing and mathematics by the end of key stage 2. In contrast,Birmingham and Stoke-on-Trent have the lowest attainment levels on the same measure, giving these areas a rank of 140 out of 150 local authorities.

**Secondary**

* **Seventy-eight per cent of pupils are in good or outstanding secondary schools: an improvement, but four percentage points below the national level.** In Solihull, 88% of pupils are now in good or outstanding secondary schools, while Stoke-on-Trent has the lowest proportion regionally in these schools.
* Provisional data in 2016 indicates that the West Midlands was below England for each of the headline measures at key stage 4. In addition, the West Midlands has the lowest proportion of pupils gaining GCSEs at grades A\* to C in English and mathematics at 59.9% compared with a national level of 62.8%.
* Throughout the Black Country (Dudley, Sandwell, Walsall and Wolverhampton), pupils’ achievement by the age of 16 continues to be poor, in comparison with pupils elsewhere in the region and nationally. The proportion of pupils gaining GCSEs at grades A\* to C in English and mathematics in each of these local authorities is below the national level. The average Progress 8 score for each of the local authorities is also below the England state-funded average score.
* Stoke-on-Trent is one of only 10 local authorities in England where fewer than 60% of pupils attend secondary schools that are good or outstanding. Pupils in Stoke also achieve below the state-funded national figure for each key stage 4 headline measure in 2016.
* Sandwell is the weakest authority in the region and one of the weakest nationally across all the headline measures. Warwickshire, the strongest of the region’s authorities, performed above the national level on each headline measure. Of the other authorities, only Solihull was above or broadly in line with national performance for most measures.

**Further education and skills**

* **At the time of the 2012/13 Annual Report, only 51% of colleges (including independent specialist colleges) were good or outstanding. By the end of August 2016, that proportion had risen to 78%.** Local intelligence and a risk-based approach to inspection have enabled the regional management team to focus resources on provision that is less than good.
* The impact of support and challenge work is evident in the improvement shown by many providers taking part in this work on their subsequent re-inspection. In a snapshot taken in October 2015, seven of the nine colleges receiving support and challenge had improved to good. Seven of the eight providers (independent learning providers or community learning and skills providers) to which we have given support and challenge improved to good in 2015/16.
* While greatly improved, only 67% of general further education colleges are good or outstanding, which is below the national level of 71%. Ninety percent of sixth form colleges are now good or outstanding, which is above the national level of 89%, though there are only a small number of these colleges in the region.
* The performance of students in both schools and colleges in the West Midlands is weak in level 3 qualifications. Based on average points score per entry, provisional data in 2016 shows that the region ranked eighth of nine regions for all level 3 qualifications and seventh for A-level qualifications.
* The track record of employer providers in the West Midlands is weak. Of the four employer providers inspected in 2015/16, only one was judged good or outstanding.
* In 2015, the proportion of learners aged 16 to 18 who were not in employment, education or training (NEET) was in line with that nationally, but the region had the highest level of students classed as ‘not knowns’.

## Quote from Lorna Fitzjohn, Regional Director, West Midlands

Commenting on the region’s education performance, Lorna Fitzjohn, Regional Director, West Midlands said:

‘There is much to do to improve the education and skills of children and young people in the West Midlands. As regional director, I will continue to focus on underperformance and challenge education leaders, local politicians and government.

The quality of education and levels of achievement for children and pupils in schools in the region is not good enough and improvements are not happening quickly enough. As was the case last year, the overall performance of further education and skills providers is the region’s strength. However, the performance of students in schools and colleges in the West Midlands is weak in level 3 qualifications and is a cause for concern.

Children in the West Midlands are not getting off to a good enough start. In 2016, the proportion of children achieving a good level of development was below the national level. There was only a small improvement from 2015. The region was the second lowest performing region in England.

One piece of relatively good news is that the proportion of pupils in the region meeting the expected standard in the Year 1 phonics screening check was in line with England. The West Midlands was ranked joint third with the South East. However, at the end of key stage 1, when most pupils are aged seven years, children did less well than the nation as a whole in each subject.

Pupils’ levels of attainment at the end of key stage 2 were low. Only 49% of pupils achieved the expected standard in reading, writing and mathematics. This places the West Midlands joint bottom of the Ofsted regions, matched only by Yorkshire and the Humber.

By the end of key stage 4, pupils in the West Midlands were below national levels in each of the headline measures. For the proportion of pupils attaining GCSEs grades A\* to C in English and mathematics, the West Midlands was the lowest performing region.

The Black Country local authorities raise the most concerns across all key stages in schools. Pupils’ outcomes in Sandwell are particularly poor.

Pupils’ levels of attainment in Stoke-on-Trent are weak across all key stages. In Birmingham, their levels are particularly poor at the end of key stage 2.

Warwickshire and Solihull are high-performing local authorities across the main headline measures at key stages 2 and 4. In 2016, the performance of primary pupils in Telford and Wrekin was a strength in the Year 1 phonics screening check and in the proportions of pupils meeting the expected standards by the end of key stages 1 and 2.

There is better news when it comes to the further education sector in the West Midlands.

There has been a 27 percentage point increase in the proportion of colleges that are good or better. However, the track record of employer providers in the region is weak. Of four inspected in this period, only one is good or better. In the West Midlands, the proportion of 16- to 18-year-olds whose destination is unknown is the highest in the country.

So it is clear that much remains to be done. As we approach 2017, I will continue to focus on underperformance and challenge education leaders, local politicians and government when the inspection evidence and data leads us to do so.’

[Link](https://www.gov.uk/government/collections/ofsted-annual-report-201516) to AudioBoom where Lorna Fitzjohn talks about the key issues for the region.

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## Case studies of providers in the region that can be contacted

**Parkfield Community School, Saltley, Birmingham (**[**139162**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/139162)**)**Inspected 10 May 2016: outstanding.

**Context**This inspection began as a section 8 short inspection. The lead inspector deemed the short inspection a full section 5 inspection at the end of the first day. This is the school’s first inspection since converting to become an academy in January 2013. All aspects of the school were judged outstanding.

Pupils on roll: 741. Age range: 3–11.

The proportion of pupils known to be eligible for support through the pupil premium is higher than average. The pupil premium is additional government funding to support the learning of those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority. Almost all pupils are from minority ethnic groups, with most being of Pakistani and Bangladeshi background. The proportion of pupils who speak English as an additional language is above the national average. An average proportion of pupils have special educational needs and/or disabilities. The proportion of pupils with an education, health and care plan is in line with the national average.

**Key text from the report**This is a school that makes a difference to the education and lives of its pupils and their families. It fully delivers on its aim that ‘Together we can make a huge difference’. The headteacher and other leaders make sure that pupils and staff are valued, respected and do well. Leaders demonstrate a tangible desire to make sure that the school continually improves and plays its part in serving the needs of the community. Governors challenge and support leaders in equal measure in order to continually improve the school. Fundamental British values are actively promoted through the school’s work. One pupil spoke for many when she told inspectors, ‘everyone is an insider in our school, there are no outsiders, whatever their beliefs, whatever their colour, gender or sexuality’. Teachers throughout the school have high expectations. There is a ‘no excuses’ culture and teachers expect all their pupils to do well. Pupils participate in a range of sporting activities and learn how to live active and healthy lifestyles. As a result, levels of obesity have been reduced. All groups of pupils achieve well across the school. Children get off to a flying start when they join the school in early years. The achievement of pupils who are disadvantaged is exceptional throughout the school.

**Hutchinson Memorial CofE (A) First School, Stoke on Trent (**[**124333**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/124333)**)**Inspected 14 September 2016: outstanding, previously good.

**Context**The inspection converted from a short inspection. All aspects of the school were judged outstanding. The school has plans to join a local multi-academy trust.

Pupils on roll: 84. Age range: 3–9.

The proportion of pupils from minority ethnic backgrounds is well below the national average. The proportion of disadvantaged pupils at the school is below the national average. The term ‘disadvantaged pupils’ is used to describe those pupils who are known to be eligible for free school meals and those who are looked after by the local authority. These pupils receive additional support from pupil premium funding. The proportion of pupils who have special educational needs and/or disabilities is below the national average.

**Key text from the report**Since the previous inspection, the school has gone from strength to strength. Its many successes have been the result of strong teamwork, staff commitment, supportive parents and highly effective teaching. The headteacher has created a climate in which excellent behaviour and conscientious attitudes are the expected norms. The standard of work in pupils’ school books is excellent. In the early years right through to Year 4, pupils’ handwriting and presentation is often faultless and the content of their writing is remarkably well organised and interesting to read. The school’s values, which include trust, honesty, respect and curiosity, are promoted at every opportunity. Staff are excellent role models and pupils learn to have high expectations of themselves and are supportive, friendly and helpful to others. Regardless of background or ability, all pupils do very well and get the chance to shine. The most able pupils reach very high standards. They bring a maturity and capability to their work that result in some superb achievements.

**Church Preen Primary School, Church Stretton, Shropshire, (**[**123359**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/123359)**)**Inspected 4 May 2016: outstanding, previously requires improvement.

**Context**The school was judged to require improvement when it was previously inspected in 2013. All aspects of the school were judged outstanding.

Pupils on roll: 66. Age range 4–11.

The proportion of pupils who have special educational needs and/or disabilities is below average. The proportion of pupils who are supported by the pupil premium (additional funding for pupils known to be eligible for free school meals or who are looked after) is below average. The majority of pupils are from White British backgrounds.

**Key text from the report**The headteacher’s ambitious vision, knowledge and willingness to learn are characteristics of his success in rapidly turning the school around. Governors have a range of suitable knowledge and appropriate expertise. They work closely with the headteacher in their pursuit of excellence for all pupils. Teachers and teaching assistants work tirelessly to plan inspiring lessons which provide pupils with exciting opportunities for learning. Subjects are taught in impressive breadth and depth so that pupils acquire high levels of knowledge and understanding. Pupils’ relative weaknesses are known but never used as an excuse for limited progress. Sports specialists work in school to develop pupils’ physical skills and subsequent participation in sporting events. Staff benefit from additional training enabling them to more confidently teach PE and promote healthy lifestyles. Pupils of all ages have a strong sense of right and wrong and they know how these principles relate to the rule of law. Pupils consider and live by their class charters, ‘Don’t give up. Do the right thing without being asked.’ All pupils achieve well. Standards at the end of both key stages 1 and 2 are above average in all subjects.

**Whitgreave Junior School, Wolverhampton (**[**104297**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/104297)**)**Inspected 3 November 2015: outstanding, previously good.

**Context**The inspection converted from a short inspection. All aspects of the school were judged outstanding.

Pupils on roll: 238. Age range: 7–11.

The proportion of pupils who have special educational needs and/or disabilities is above average. The proportion of pupils supported by the pupil premium (additional funding for pupils known to be eligible for free school meals or looked after by the local authority) is above average. The majority of pupils are from White British backgrounds.

**Key text from the report**The school is exceptionally well led by the headteacher. She has high expectations of pupils and staff and ensures that there is a relentless focus on ensuring that all aspects of the school continually improve. Leaders, staff and governors work together as a highly effective team to help pupils make rapid progress during their time in the school. Pupils are very well prepared for life in modern Britain. Weekly ‘what is in the news?’ sessions give pupils the chance to debate and discuss topical issues and to consider and respect differing points of view. Pupils’ safety permeates all aspects of school life. Senior leaders and staff go above and beyond what would normally be expected to keeps pupils safe. Teachers skilfully probe pupils’ thinking and check pupils’ understanding. They use pupils’ responses to their questions in order to provide prompt support for the pupils that need it. Classrooms are calm, harmonious places. Pupils are courteous and respectful when working with their classmates. Pupils make outstanding progress from their different starting points. A high proportion exceed the knowledge and skills expected for their age in reading, writing and mathematics by the end of Year 6.

**St Michael’s Church of England Primary School, Walsall (**[**104227**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/104227)**)**Inspected 4 May 2016: outstanding, previously good.

**Context**The inspection converted from a short inspection. All aspects of the school were judged outstanding.

Pupils on roll: 367. Age range: 3–11.

The majority of pupils are of White British heritage. The proportion of pupils who speak English as an additional language is lower than other schools nationally. The proportion of pupils known to be eligible for the pupil premium funding is below the national average. This is additional government funding for pupils known to be eligible to receive free school meals or children looked after by the local authority. The proportion of pupils who have special educational needs and/or disabilities is slightly below the national average.

**Key text from the report**The headteacher, supported by a team of dedicated, capable and experienced leaders, has pursued excellence in every aspect of the school’s provision. This has resulted in important improvements to the quality of pupils’ education since the previous inspection. The school’s motto, ‘working together for success’, reflects the harmonious and cohesive school community in which teachers and pupils aspire to be the best they can be. Governors regularly audit their skills to make sure that they have the necessary skill set to fulfil their roles and responsibilities well. Broad and balanced coverage of foundation subjects enables pupils to develop a secure understanding of a vibrant range of topics and provides important opportunities for pupils to rehearse their reading, writing and mathematical skills in different, exciting contexts. High-quality relationships between teachers and pupils and a culture of cooperation raise pupils’ love of learning and thirst for knowledge. Pupils manage their own behaviour effectively. A warm, friendly and welcoming atmosphere permeates the school at all times. Pupils’ high levels of achievement in English and mathematics, coupled with their successful development of learning skills, ensure that they are exceptionally well prepared for the next stage of their education.

**Herefordshire Group Training Association Limited, Hereford (**[**52179**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/52179)**)**Inspected 24 February 2016: outstanding, previously good.

Herefordshire and Worcestershire Group Training Association Limited is a registered training charity, owned and controlled by member companies through a board of trustees. It has two training centres, in Hereford and Worcester. At the time of the inspection, almost 500 learners were doing apprenticeships in engineering, business administration and accountancy. Just over half were aged 16 to 18.

This inspection converted from a short inspection, and the provider’s overall effectiveness was judged outstanding. Apprentices’ achievements enhance their employment and promotion prospects significantly. Apprentices become highly skilled engineers or business administration and accounts executives. Their progression into higher level programmes and sustainable employment is excellent. Apprentices make very good progress in developing their skills in mathematics, information and communication technology and English and they achieve well in these subjects. This puts them at a considerable advantage when applying for promotion or studying for higher qualifications. Employers are thoroughly engaged in designing high-quality apprenticeship programmes for their businesses so that apprentices are well equipped to work alongside more experienced colleagues. Board members provide exceptional levels of support and challenge to managers that lead to excellent learning experiences for apprentices.

**Nova Training, Willenhall (**[**53682**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/53682)**)**Inspected 11 July 2016: outstanding, previously good.

Nova Training operates from 18 centres throughout the West Midlands. The 16 to 19 study programme provision accounts for the largest number of learners, with around 740 at the time of the inspection. Since October 2015, Nova has established study programme provision in centres in the East of England, assimilating learners from four training providers who lost their contracts with the funding agencies.

The following features contributed to the provider’s overall effectiveness judgement of outstanding.

Tailored work experience prepares learners very well for their employment and future careers. Apprentices develop high-quality trade skills: they become valuable employees swiftly. Learners with high needs make outstanding progress towards their goals of independence and gain employment with supportive employers after a period of carefully planned internship. Learners develop a sound understanding of how to keep themselves safe in the workplace and online, diversity in society and fundamental British values, helping them become more responsible citizens and mature individuals. Learners fully recognise the importance of English and mathematics in their future careers and higher studies and develop good and often outstanding skills in these subjects.

**Derwen College, Oswestry, Shropshire (**[**133173**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/133173)**)**Inspected 20 April 2016: outstanding, previously good.

Derwen College is an independent specialist, residential college for young people who have disabilities and/or learning difficulties.

This provider remained outstanding from its previous inspection in 2012. Governors, the chief executive and senior managers have established a culture of very high expectations for all students. Staff reinforce very high standards across the college, at work and in the residences. Students greatly enjoy their learning, their work experience and the social aspects of college life. Almost all make excellent progress in the development of their personal and vocational skills, and are very well prepared for life in modern Britain.

Managers have developed very close links with employers, particularly in retail and hospitality. ‘Industry champions’ work closely with college staff to enhance college vocational programmes. They ensure that staff and students are fully aware of the standards and skills required in the workplace and provide students with meaningful work-experience opportunities. The range of provision is excellent. Leaders and managers carefully monitor the progression of students and use this information well to improve and inform changes to curriculum design. Managers have made significant changes to vocational programmes, which enable students to develop the relevant skills required for all sectors, increasing their opportunities to progress to employment when leaving college.

## Breakdown of primary and secondary school performance for the region

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| --- | --- | --- | --- | --- | --- |
| **Primary schools1** | | | | | |
| **Rank2** | **Local authority** | **% of pupils in good or outstanding schools 2016** | **Change from 2015 (%pts)** | **Change from 2012 (%pts)** | **% of pupils in academies 2016** |
| 29 | Telford and Wrekin | 95 | 7 | 42 | 6 |
| 47 | Shropshire | 93 | 8 | 34 | 9 |
| 49 | Solihull | 93 | 5 | 17 | 17 |
| 54 | Coventry | 93 | 8 | 51 | 17 |
| 66 | Herefordshire | 92 | 4 | 22 | 25 |
| 78 | Worcestershire | 91 | 4 | 29 | 18 |
| 90 | Sandwell | 90 | 7 | 33 | 17 |
| 97 | Dudley | 89 | 2 | 30 | 7 |
| 107 | Warwickshire | 87 | 4 | 21 | 20 |
| 110 | Stoke-on-Trent | 87 | 8 | 25 | 37 |
| 113 | Staffordshire | 87 | 7 | 26 | 23 |
| 137 | Birmingham | 82 | 4 | 14 | 31 |
| 143 | Wolverhampton | 78 | 4 | 25 | 25 |
| 147 | Walsall | 73 | 2 | 14 | 18 |
|  |  |  |  |  |  |
|  |  |  |  |  | *Source: Ofsted and Department for Education* |
| 1. Inspections conducted by 31 August 2016 where the inspection report was published by 30 September 2016 | | | | |  |
| 2. Isles of Scilly and City of London excluded from analysis due to small numbers | | | | |  |

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| --- | --- | --- | --- | --- | --- |
| **Secondary schools1** | | | | | |
| **Rank2** | **Local authority** | **% of pupils in good or outstanding schools 2016** | **Change from 2015 (%pts)** | **Change from 2012 (%pts)** | **% of pupils in academies 2016** |
| 30 | Worcestershire | 94 | 6 | 24 | 79 |
| 53 | Solihull | 88 | 7 | 27 | 86 |
| 57 | Warwickshire | 87 | 1 | 25 | 76 |
| 85 | Wolverhampton | 80 | 3 | 10 | 75 |
| 87 | Herefordshire | 80 | -7 | -10 | 65 |
| 92 | Dudley | 78 | 15 | 12 | 57 |
| 93 | Shropshire | 78 | 5 | 9 | 60 |
| 96 | Birmingham | 76 | 2 | 8 | 61 |
| 99 | Walsall | 76 | 9 | 16 | 84 |
| 100 | Staffordshire | 76 | 6 | 10 | 54 |
| 113 | Telford and Wrekin | 71 | 6 | 4 | 51 |
| 119 | Coventry | 68 | 11 | -12 | 80 |
| 130 | Sandwell | 62 | 5 | 7 | 70 |
| 141 | Stoke-on-Trent | 53 | 2 | 11 | 83 |
|  |  |  |  |  |  |
|  |  |  |  |  | *Source: Ofsted and Department for Education* |
| 1. Inspections conducted by 31 August 2016 where the inspection report was published by 30 September 2016 | | | | |  |
| 2. Isles of Scilly and City of London excluded from analysis due to small numbers | | | |  |  |

## List of education and skills providers judged outstanding in 2015/16

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| --- | --- | --- | --- | --- | --- |
| **Report** | **URN** | **Name** | **Provider type** | **Provision type** | **Local authority** |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/50032) | 50032 | Elmhurst School for Dance | Dance and drama college | Dance and drama colleges | Birmingham |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70345) | 70345 | Teach First West Midlands Local Area Office | Initial teacher education | Secondary QTS | Birmingham |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70345) | 70345 | Teach First West Midlands Local Area Office | Initial teacher education | Primary QTS | Birmingham |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/103623) | 103623 | Springfield House Community Special School | Community Special School | Special | Birmingham |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/103600) | 103600 | Hamilton School | Community Special School | Special | Birmingham |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/103425) | 103425 | English Martyrs' Catholic Primary School | Voluntary Aided School | Primary | Birmingham |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/139162) | 139162 | Parkfield Community School | Academy Converter | Primary | Birmingham |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/103588) | 103588 | National Institute for Conductive Education | Independent special school | Schools | Birmingham |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70081) | 70081 | University of Warwick | Initial teacher education | Primary QTS | Coventry |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70081) | 70081 | University of Warwick | Initial teacher education | Secondary QTS | Coventry |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/103878) | 103878 | The Brier School | Community Special School | Special | Dudley |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/52179) | 52179 | Herefordshire Group Training Association Limited | Not for profit organisation | Community learning and skills providers | Herefordshire |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/139607) | 139607 | Barrs Court School | Academy Special Converter | Special | Herefordshire |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/139308) | 139308 | Canon Pyon CofE Primary School | Academy Converter | Primary | Herefordshire |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/139875) | 139875 | Shireland Hall Primary Academy | Academy Converter | Primary | Sandwell |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/133173) | 133173 | Derwen College | Independent specialist college | Independent specialist colleges | Shropshire |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/123472) | 123472 | Criftins CofE Primary School | Voluntary Controlled School | Primary | Shropshire |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/123359) | 123359 | Church Preen Primary School | Community School | Primary | Shropshire |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/123502) | 123502 | Oxon CofE Primary School | Voluntary Controlled School | Primary | Shropshire |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138268) | 138268 | Barrow 1618 CofE Free School | Free School | Primary | Shropshire |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135511) | 135511 | The Evolution Centre | Independent special school | Schools | Shropshire |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/132260) | 132260 | Forsbrook CofE Controlled Primary School | Voluntary Controlled School | Primary | Staffordshire |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138726) | 138726 | St Thomas' Catholic Primary School | Academy Converter | Primary | Staffordshire |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/124270) | 124270 | All Saints CofE (C) Primary School | Voluntary Controlled School | Primary | Staffordshire |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/124333) | 124333 | Hutchinson Memorial CofE (A) First School | Voluntary Aided School | Primary | Staffordshire |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138243) | 138243 | Hopedale School | Independent special school | Schools | Staffordshire |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/123621) | 123621 | Overley Hall School | Independent special school | Schools | Telford and Wrekin |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/53682) | 53682 | Nova Training | Independent learning provider | Independent learning providers (including employer providers) | Walsall |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/104137) | 104137 | Valley Nursery School | LA Nursery School | Nursery | Walsall |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/104139) | 104139 | Lane Head Nursery School | LA Nursery School | Nursery | Walsall |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/104150) | 104150 | Delves Infant School | Community School | Primary | Walsall |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/104227) | 104227 | St Michael's Church of England C Primary School | Voluntary Controlled School | Primary | Walsall |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/125763) | 125763 | Dunchurch Infant School | Foundation School | Primary | Warwickshire |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/104297) | 104297 | Whitgreave Junior School | Community School | Primary | Wolverhampton |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/117062) | 117062 | Chadsgrove School | Community Special School | Special | Worcestershire |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/116854) | 116854 | Upton Snodsbury CofE First School | Voluntary Controlled School | Primary | Worcestershire |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/139444) | 139444 | Vale of Evesham School | Academy Special Converter | Special | Worcestershire |

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| **Notes:** |  |  |
| Except where noted, inspections must have taken place between 1 September 2015 and 31 August 2016. | | |

### Explore Ofsted inspection outcomes with Data View

Data View gives users the ability to view inspection outcomes over time by remit, phase and provider type/group at regional, local authority and constituency level. Selected areas of the country can be viewed alongside the England level as well as in direct comparison with up to 10 statistical neighbours. Users are also able to identify individual providers by their overall effectiveness and to link directly to the provider page on the Ofsted reports website.

<https://public.tableau.com/views/Dataview/Viewregionalperformanceovertime>.