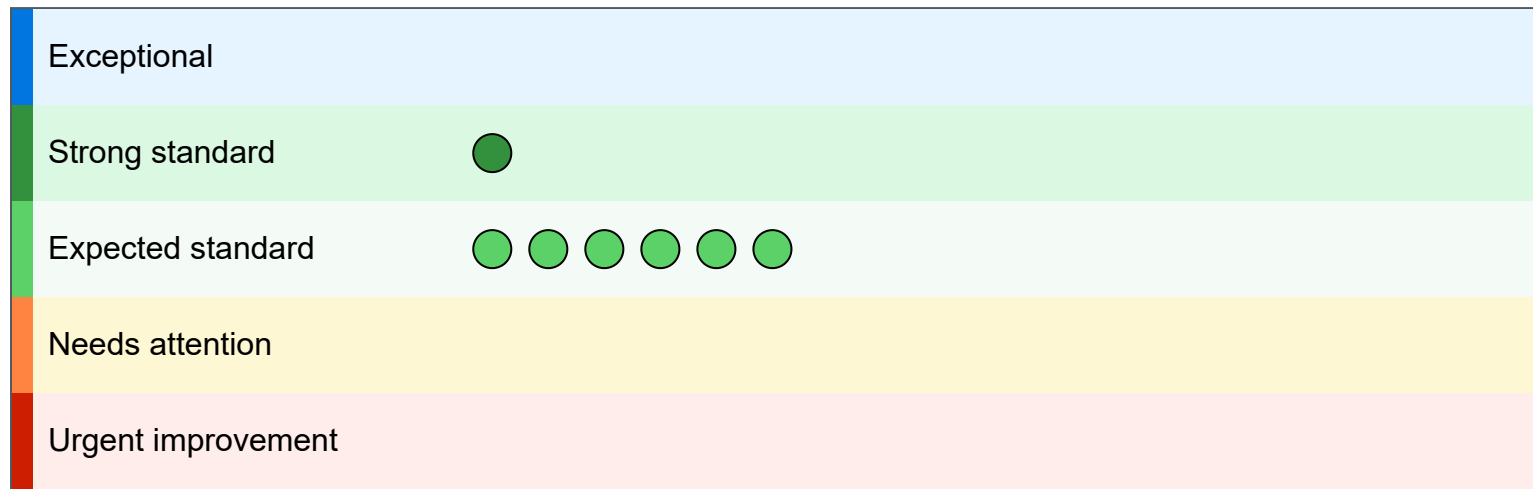


# Ormiston SWB Academy

Address: Dudley Street, Bilston, WV14 0LN

Unique reference number (URN): 145008

## Inspection report: 21 April 2026



### ✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Attendance and behaviour

Strong standard ●

Leaders work tirelessly to ensure that all pupils attend well. They monitor attendance rigorously and take action rapidly when it is needed. Pupils know the importance of good attendance. Strategies, such as 'rank order', reinforce leaders' high expectations and support all pupils in ensuring that they attend regularly. The school implements extremely effective strategies to remove barriers to individual pupils' attendance. The highly effective 'Oasis Centre' supports pupils who need significant adaptations to be able to attend school regularly. This has reduced the number of pupils who are persistently absent. Attendance has increased as a result, and continues to improve.

Pupils' behaviour in lessons and around the school is exemplary. They treat each other, and adults, with courtesy and respect. Pupils have excellent attitudes to learning. Leaders have created a culture where bullying or discriminatory behaviour is not tolerated. As a result, any such incidents are rare and dealt with well. Leaders and staff know their pupils very well. Staff use the school's highly effective strategies to support any pupils who need additional help. Pupils receive exceptional care and support from adults in the school. As a result, pupils flourish in this culture of high expectations.

---

## Expected standard ●

### Achievement

Expected standard ●

Pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), progress well across the curriculum. They produce quality work in their books and they are developing the knowledge and skills they need to be successful.

Pupils' outcomes in external examinations are improving. At key stage 4, pupils who are disadvantaged achieve above-average outcomes in external examinations. In nearly all subjects, including those studied in the sixth form, pupils' examination results are improving. Students in the sixth form are very well prepared for their next steps in education, employment and training.

Leaders make sure that pupils secure the skills and knowledge in English and mathematics that they need to be successful. This means that most pupils, including those with SEND, are able to learn well across the curriculum. Students in the sixth form continue to develop their essential knowledge and understanding in these subjects.

### Curriculum and teaching

Expected standard ●

Leaders have developed a well-planned and sequenced curriculum. They ensure that teachers have the subject knowledge and skills they need to deliver the curriculum well. Teachers use agreed lesson structures and strategies consistently to support pupils' learning. Teachers generally use assessment well. Most teachers routinely check for

understanding and use this to inform their teaching. However, teachers do not always identify gaps and barriers in pupils' learning precisely enough, and so gaps in some pupils' knowledge are able to persist.

Teachers use effective strategies to support pupils with special educational needs and/or disabilities to access the curriculum. However, for a very few pupils who have highly individual barriers to their learning, teachers' adaptations are not precise enough to give them the support that they need. In the sixth form, students benefit from careful feedback that helps them to improve their work.

School and trust leaders have a clear understanding of the quality of the curriculum and how it is delivered. They make sure that the curriculum continues to meet the needs of pupils. Pupils who need extra help with reading or in mathematics receive help quickly to make sure they do not fall behind in their learning.

## **Inclusion**

**Expected standard** 

Leaders have created a highly inclusive culture in the school. They are determined that all pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, have the best opportunities possible. Pupils' needs are quickly identified and assessed. These needs are addressed through effective teaching, which is skilfully designed to meet the needs of most pupils. However, for a small minority of pupils, there is insufficient precision in the strategies leaders suggest, and so teachers do not make the most effective adaptations they could. This limits the progress these pupils make.

The school uses a range of high-quality interventions to support pupils' progress through the curriculum. Leaders monitor these interventions carefully, providing additional support where needed. The school has developed the highly effective 'Pupil Support Unit' and the 'Oasis Centre' for those pupils with the most significant barriers to their learning and/or wellbeing. Here, pupils receive highly personalised support and education to help them thrive. Pupils are supported to return to full-time education and to achieve well.

Leaders work effectively with external professionals, parents and carers to make sure all pupils get the help they need. Additional funding, such as the pupil premium grant, is targeted effectively. This means that pupils who are disadvantaged achieve well, behave well and attend in line with their peers.

## **Leadership and governance**

**Expected standard** 

Leaders are determined. They focus relentlessly on ensuring that all pupils receive the highest quality of education and care. Leaders are proud to serve their community and have a secure understanding of the challenges that some pupils and families may face. School and trust leaders know their school well. They have a clear understanding of what is working well and their priorities for improvement. This has resulted in improvements in behaviour, attendance and achievement.

Trustees exercise their duties thoughtfully, providing appropriate challenge and support to school and trust leaders. Trustees receive high-quality information. This enables them to

make decisions that ensure that all pupils, including those who are disadvantaged or with special educational needs and/or disabilities, have the best possible outcomes.

Staff are proud to work at the school. They receive high levels of professional support and training. Staff are increasingly involved in decision-making and they value this.

The school has developed effective partnerships with other schools and professionals to ensure that leaders know what works well. Leaders share their excellent work in behaviour widely. The school has established positive relationships with parents and carers. It works in partnership with parents to make sure that pupils achieve well.

## **Personal development and wellbeing**

**Expected standard** 

Leaders have designed the 'CORE' (character, opportunity, resilience and excellence) curriculum to underpin the school's personal development programme. It promotes the school's values and provides pupils with the knowledge they need to be well prepared for life in modern Britain. The personal development programme is designed to ensure that all pupils, including pupils who are disadvantaged and those with special educational needs and/or disabilities, participate in a wide variety of activities that enhance their knowledge and experiences. These extend from visiting a museum or visiting London to delivering an assembly to their peers. As a result of this programme, pupils are able to speak knowledgeably about democracy, equality and how society works. They are very well prepared for their next steps. There is a range of enrichment opportunities available to pupils. Leaders track pupil participation carefully to make sure that pupils, including those who are disadvantaged, benefit from the opportunities available to them.

Leaders know their pupils exceptionally well. They quickly spot when pupils may need further help. Pupils receive excellent pastoral support.

Leaders have ensured that pupils receive a high-quality personal, social and health education (PSHE) curriculum. Pupils learn about the risks they may face in the community and online. The PSHE curriculum is updated frequently, and leaders respond to any new risks that become known in the locality. Pupils who may experience increased risks benefit from very carefully considered PSHE interventions delivered by experts.

Pupils enjoy a high-quality careers programme. They learn about the opportunities available to them and they receive expert advice. As a result, increasing numbers of pupils secure places in high-quality education, training or employment.

## **Post 16 provision**

**Expected standard** 

Leaders have developed an ambitious curriculum that meets the needs and aspirations of students. Students can choose from a variety of academic and vocational courses that match their career goals. Teachers deliver the curriculum consistently well. They have secure subject knowledge and make appropriate adaptations so that pupils with special educational needs and/or disabilities progress well through the curriculum. Teachers use assessment well to address gaps in students' knowledge. They prompt students to think deeply about their learning. As a result of this effective teaching, students show a secure understanding of what they have learned.

Students generally achieve well in external examinations. Leaders know that, over time, results are not as consistent as they intend. They have made changes to the leadership and provision in the sixth form. These are taking effect. Students' work, including that of students who are disadvantaged, shows that current students are achieving well.

Students benefit from highly effective pastoral support. They are well informed about the opportunities available to them after leaving the sixth form. Students take part in work experience, visit universities and careers fairs and receive expert careers advice. They progress to ambitious destinations.

## **What it's like to be a pupil at this school**

Pupils flourish in this vibrant school. High aspirations and high ambition are woven into the school's fabric. Former pupils' successes are celebrated around the building, alongside the successes of other notable people. Pupils celebrate their achievements. They use the published 'rank order' to help them to identify what they need to do to improve. Pupils want to do well. They benefit from a well-planned curriculum that is taught well. Pupils enjoy the support that teachers give them to help them to learn. Leaders identify and address barriers to learning quickly. As a result, pupils with special educational needs and/or disabilities access the same curriculum as their peers. Teachers implement teaching strategies consistently well. However, a few pupils would benefit from more precise strategies to help them to overcome their specific barriers to learning.

Pupils' behaviour is exemplary. Sixth-form students act as positive role models for younger pupils. Pupils engage well in the calm and purposeful lessons. Pupils feel safe. They treat each other with respect. Bullying and discriminatory behaviour are rare. Pupils are positive about the high-quality support that they receive. They know that if they need help, they will get it.

Pupils participate in a wide range of well-planned activities to broaden their experiences and to prepare them well for life after school. Pupils enjoy the 'CORE' (character, opportunity, resilience and excellence) curriculum days, when they learn about issues that will impact on their life after school. Pupils relish being part of the school, and they embrace their role in improving the lives of others in the locality and beyond. For example, all pupils in the school take part in an annual 5-kilometre race to raise money for cancer research in memory of a former pupil. The sense of community is obvious.

---

## **Next steps**

- Leaders should continue to refine teaching, including approaches to assessment, so that all pupils can continue to deepen their knowledge and understanding as they move through the curriculum.

- Leaders should make sure that barriers to pupils' learning and/or wellbeing are identified precisely enough so that teachers can use this information to inform their teaching more effectively.
- 

## About this inspection

The school is part of the Ormiston Academy Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Tom Rees, and overseen by a board of trustees, chaired by Dr Julius Weinberg.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the CEO of the trust, the principal and other leaders from the school and from the trust. An inspector spoke with the chair of trustees.

Inspectors confirmed the following information about the school:

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.

The school makes use of 4 alternative provisions, including one that is unregistered.

Principal: Daniel Mason

---

### Lead inspector:

Claire Price, Ofsted Inspector

### Team inspectors:

Russell Hinton, Ofsted Inspector

Peter Bassett, Ofsted Inspector

Philip Lloyd, Ofsted Inspector

Paul Halcro, His Majesty's Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 21 April 2026

## School and pupil context

### Total pupils

**1,177**

Close to average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

### School capacity

**1,270**

Close to average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

### Pupils eligible for free school meals (FSM)

**53.40%**

Well above average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

### Pupils with an education, health and care (EHC) plan

**2.89%**

Close to average

## What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

## Pupils with special educational needs (SEN) support

**15.38%**

Close to average

## What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

## Location deprivation

**Well above average**

## What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## Resourced Provision or SEND Unit (if applicable)

**No resourced provision**

## What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

## All pupils' performance

### English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	38.3%	45.4%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	22.7%	45.9%	Below
2022/23 (final)	30.7%	45.3%	Below

### Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	42.0	46.0	Close to average
2023/24 (final)	37.4	45.9	Below
2022/23 (final)	42.9	46.3	Close to average

### Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.50	-0.03	Below
2022/23 (final)	-0.19	-0.03	Close to average

### Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

#### Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	36.0%	25.8%	Above
2023/24 (final)	17.5%	25.8%	Close to average
2022/23 (final)	22.8%	25.2%	Close to average

### Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	39.4	34.9	Close to average
2023/24 (final)	33.3	34.6	Close to average
2022/23 (final)	38.9	35.0	Close to average

### Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.76	-0.57	Close to average
2022/23 (final)	-0.36	-0.57	Close to average

### Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	36.0%	53.1%	-17.1 pp
2023/24 (final)	17.5%	53.1%	-35.7 pp
2022/23 (final)	22.8%	52.4%	-29.7 pp

### Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	39.4	50.4	-11.0
2023/24 (final)	33.3	50.0	-16.7
2022/23 (final)	38.9	50.3	-11.4

### Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.76	0.16	-0.92
2022/23 (final)	-0.36	0.17	-0.53

### Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023 leavers (provisional)</b>	84%	91%	Below
<b>2022 leavers (revised)</b>	85%	93%	Below
<b>2021 leavers (revised)</b>	87%	94%	Below

## **16 to 18 performance**

### **A-level average point score**

The average points that students achieved per A-level entry.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (revised)</b>	27.65	34.99	Below
<b>2023/24 (final)</b>	24.74	34.38	Below
<b>2022/23 (final)</b>	37.04	34.16	Close to average

### **A-level value added**

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (revised)</b>	-0.3	0.0	Below
<b>2023/24 (revised)</b>	-0.4	0.0	Below

## **Absence**

### **Overall absence**

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.6%	8.1%	Close to average
2023/24 (3 term)	10.2%	8.9%	Close to average
2022/23 (3 term)	9.9%	9.0%	Close to average

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	23.6%	21.9%	Close to average
2023/24 (3 term)	27.9%	25.6%	Close to average
2022/23 (3 term)	27.7%	26.5%	Close to average

### Our grades explained

#### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

#### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

#### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

#### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

#### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

---

**The Office for Standards in Education, Children's Services and Skills (Ofsted)** inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2026



© Crown copyright