

Cheslyn Hay Academy

Address: Saredon Road, Cheslyn Hay, Walsall, Staffordshire, WS6 7JQ

Unique reference number (URN): 146443

Inspection report: 14 April 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ 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 ●

Post 16 provision

Strong standard ●

Students in the sixth form are integral to the wider community across the school. They are role models and display highly positive characteristics. This encourages younger pupils to want to stay on into the sixth form after Year 11. Students follow an ambitious and well-planned curriculum that enables them to build well on their prior attainment. It prepares them very well for later life and their next stage of education, training or employment. Teachers are skilled at delivering the curriculum, have well-developed subject knowledge and make thoughtful choices about what to teach. Where adaptations are needed, to enhance the curriculum, leaders make them astutely. Sixth-form students are encouraged to develop independent study skills. They draw on their wider knowledge to enrich classroom discussions.

Leaders provide specific support and training when they identify an opportunity to further strengthen the post-16 curriculum or its delivery. This is particularly the case for students on Applied General courses whose academic outcomes are above the national average. Academic outcomes for those students on A-level programmes are broadly in line with their peers nationally and are improving.

The sixth form offers an extensive range of wider opportunities, including leadership roles within sports, performing arts and as peer mentors supporting younger pupils with reading, writing and mathematics. Highly effective guidance from the careers team supports students in making informed choices about higher education, apprenticeships and employment. This includes carefully matched work experience placements with local employers, which help to foster student independence while developing their practical skills. Students leave the post-16 provision well prepared for their next steps, with a clear sense of direction and the skills to thrive in their destinations.

Expected standard ●

Achievement

Expected standard ●

In most subjects, pupils, including those with special educational needs and/or disabilities, achieve well. They are well prepared for their next steps. Pupils have a secure understanding of reading, writing and mathematics. They typically achieve in line with national averages in public examinations. In the past, in a small number of subjects, this has not been the case. Leaders have taken effective action to support teachers and ensure pupils are now making improved progress. Disadvantaged pupils progress steadily through the curriculum and gaps in their knowledge are closing.

In the sixth form, students build their understanding of complex ideas and produce work of a high quality. While sixth-form students' achievement, in some qualifications, is close to national averages, their achievement in other qualifications is consistently above national averages over time. Regardless of their individual needs, students gain the knowledge and

skills they need to be successful. This includes students who are disadvantaged. They are ably equipped for university, apprenticeships and a wide range of career paths.

Attendance and behaviour

Expected standard 

Leaders' work to ensure that pupils attend school regularly is successful. They have created a school that pupils want to attend. The calm learning environment, together with the multitude of enrichment opportunities, helps to achieve this. Rates of attendance, including for pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged, continue to improve. Leaders understand the barriers pupils face and put appropriate support in place. Where required, the school works closely with families to support increased attendance. Leaders have been particularly successful in reducing persistent absence over time.

Improved attendance and a focus on the 'family community', where pupils and staff respect each other, mean that most pupils have a positive attitude towards learning and engage well. Most pupils arrive punctually to lessons. Typically, staff are fair and consistent when dealing with any behaviour issues. Where pupils find it more difficult to meet the school's expectations, leaders provide well-considered, targeted support. They adapt the behaviour approach as needed for pupils with SEND. Leaders' work has led to a recent reduction in suspensions and school consequences, reflecting improvements in pupils' behaviour. Bullying incidents are rare, and the school takes effective action to respond to any incidents. Staff take a caring approach when pupils have any concerns. Consequently, pupils feel safe.

Curriculum and teaching

Expected standard 

Leaders routinely monitor the quality of the curriculum. They use this information to develop what to teach and to decide how best to teach it. The curriculum sets out what pupils need to know to achieve leaders' ambitious goals. It is broad and balanced. Pupils learn key knowledge across a wide range of subjects, including languages and humanities.

Teachers have the expertise they need and, typically, they explain new concepts clearly. On the whole, teachers provide pupils with effective feedback about their work. However, the feedback teachers give is not always precise enough for pupils to know what they need to do to improve. Generally, teachers consider carefully which adjustments pupils need so that they can access the learning fully. Many teachers adjust and adapt the learning within the classroom and between lessons well. However, some teachers do not always adapt the learning well enough to support pupils who need more help and to challenge others to deepen their knowledge.

In the sixth form, teaching is highly effective and enables students to embed their key knowledge and skills across the curriculum. All students, including those who face barriers to learning, receive highly effective support and challenge that extend their understanding and develop independent thinking.

Inclusion

Expected standard 

Leaders, supported by the trust, have prioritised their work on inclusion effectively. Staff are deeply committed to supporting pupils with special educational needs and/or disabilities, those who are disadvantaged and those known to children's services. Leaders ensure that there are effective systems in place to identify pupils' needs swiftly, including those who join mid-year and those who speak English as an additional language. Leaders seek advice from external agencies to support pupils' specific needs as appropriate. They ensure that staff are suitably trained. Leaders review pupils' progress through the curriculum regularly and make appropriate adaptations to the support pupils receive.

Leaders have a clear strategy for how they use additional funding, such as the pupil premium. For example, this funding supports disadvantaged pupils with attendance barriers or where additional academic tutoring will help them. Leaders also use the pupil premium funding effectively to ensure that these pupils have access to enrichment activities, such as the Duke of Edinburgh's Award scheme, music lessons and educational visits.

Staff know pupils very well. They consider how different groups of pupils might need specific support. For example, staff provide quiet spaces at social times for pupils, should they need it. The school uses alternative provision appropriately and only where it is in a pupil's best interests.

Leadership and governance

Expected standard 

Leaders, including those with responsibility for governance, know the school and wider community well. The trust has clear and detailed oversight of the school's work and holds leaders to account effectively. This includes robust checks to ensure pupils are safe and well cared for. Leaders, at all levels, are deeply committed to ensuring pupils overcome the barriers that many of them face. Often, this involves leaders going the extra mile to support families when they need it. Leaders have taken appropriate action to improve the school by developing an inclusive culture and promoting attendance and behaviour expectations for pupils successfully.

The interests of pupils and their families are at the forefront of every action taken by the school. Leaders expect every pupil to be known and treated as an individual. This means the specific barriers to personal and academic growth of each pupil are well known. Consequently, the school meets the needs of disadvantaged pupils and those with special educational needs and/or disabilities well.

Leaders have established rigorous quality assurance processes. Staff have the expertise to apply these processes as leaders intend. As a result, leaders and staff have an accurate and realistic picture of the school's strengths. Where further focus is needed, leaders respond with well-considered action.

Staff are proud to work at the school. They value the care and attention leaders, governors and the trust give to their workload and work-life balance. Leaders listen to staff and value their views and input. Those with responsibility for governance also place high regard on the importance of staff to the school's improvement journey.

The school has a carefully planned programme for pupils' personal development. The personal, social and health education (PSHE) programme teaches pupils important elements of personal development, such as healthy relationships and online safety, in an age-appropriate way. Typically, pupils build their knowledge of important topics such as the fundamental British values. They have regular opportunities to debate and discuss topical issues. The PSHE programme helps pupils to develop their understanding of respect for others. Pupils recognise the importance of learning about different cultures. The school promotes equalities effectively. For example, there is support for pupils who identify as lesbian, gay, bisexual and transgender. Pupils learn that derogatory language is not acceptable.

Leaders ensure that pupils are well informed about the education, employment and training opportunities available to them when they leave school. Pupils are inspired by visits from external speakers, who talk about their experiences of higher education and the world of work. This encourages pupils to see themselves in a wide range of careers and professions. Leaders carefully identify pupils who may need additional guidance. As a result, the majority of pupils successfully progress to further education, employment or training when they leave school.

There is an extensive programme of trips and opportunities. Pupils, and students in the sixth form, proudly represent the school in the many sports that are offered, including within the trust's 'winter' and 'summer' games events. Others take part in debating and musical theatre. Pupils also appreciate the opportunity to visit a range of cities including York, New York and Venice to develop their knowledge of other cultures and environments. Many pupils represent the school in local activities. Leaders take steps to engage parents and carers in school life, for instance during 'coffee and connect' events.

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

Cheslyn Hay Academy is a highly inclusive and aspirational school. The ethos of 'be here, be great, be you' is exemplified by pupils and staff as soon as you arrive. Leaders feel morally bound to serve their community and have a positive impact on the lives of the pupils in their care. Pupils feel safe. The school provides a stable and calm environment in which they can flourish. The school's values are embedded, and staff are tireless in providing effective pastoral care. This has a tangible effect on pupils' wellbeing and resilience.

An atmosphere of mutual respect fills the school. Pupils generally get along well with each other. They feel able to be themselves, secure in the knowledge that bullying is rare and swiftly resolved. Typically, leaders take effective action to reduce any barriers to learning that pupils may have. This is particularly evident in the positive way in which disadvantaged pupils engage with school and learning. The majority of pupils attend school regularly. They are happy to be here.

Students in the sixth form are integrated into the wider life of the school. They act as mentors to younger pupils. There is a comprehensive programme for personal development

that all pupils benefit from. This includes house competitions, educational trips, fundraising activities and a wide variety of clubs to develop pupils' interests, such as DT, computing and chess. Many pupils also represent their peers on the school 'senate' group and offer direct opinions on school improvement.

Inclusion underpins all aspects of the school's work. Leaders ensure that pupils who face barriers to their learning receive timely, well-targeted support. Teachers address gaps in pupils' knowledge effectively, enabling them to build a secure understanding across subjects. Consequently, most pupils, in most subjects, achieve well, typically reflected in outcomes in national tests.

Next steps

- Leaders should ensure that staff consistently use their checks on pupils' learning to adapt their teaching so that pupils deepen their knowledge and skills.
 - Leaders should ensure that staff provide precise guidance and feedback to pupils about how to improve their work so that it has a positive impact on their progress across all subjects.
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About this inspection

This school is part of Windsor Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Dawn Haywood, and overseen by a board of trustees, chaired by Andrew Middleton.

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 school leadership team, members of staff and groups of pupils. They also spoke with representatives from the trust, including the CEO and vice-chair of the board of trustees. Inspectors also spoke with representatives from the local community committee (LCC), including the chair of the LCC, during the inspection.

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 inspectors confirmed the following information about the school:

The school makes use of one registered and two unregistered alternative provisions for a small number of pupils.

The school has undergone a significant change since the last inspection. A new headteacher took up post in September 2024. There have also been other changes in staff, senior leadership and governance.

Headteacher: Jenny Pritchard

Lead inspector:

Stuart Clarkson, His Majesty's Inspector

Team inspectors:

Russell Hinton, Ofsted Inspector

Amjid Zaman, Ofsted Inspector

Jacqui Swindlehurst, Ofsted Inspector

Stephen Brice, Ofsted 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 14 April 2026

School and pupil context

Total pupils

1,264

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

1,302

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)

20.15%

Below 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

1.19%

Below 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

10.76%

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

Close to 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)	32.2%	45.4%	Below
2023/24 (final)	42.1%	45.9%	Close to average
2022/23 (final)	48.2%	45.3%	Close to average

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)	42.1	46.0	Close to average
2023/24 (final)	46.1	45.9	Close to average
2022/23 (final)	49.7	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)	-0.22	-0.03	Close to average
2022/23 (final)	0.14	-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)	28.6%	25.8%	Close to average
2023/24 (final)	17.1%	25.8%	Close to average
2022/23 (final)	35.7%	25.2%	Above

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)	34.5	34.9	Close to average
2023/24 (final)	32.8	34.6	Close to average
2022/23 (final)	41.9	35.0	Above

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)	-0.90	-0.57	Below
2022/23 (final)	-0.21	-0.57	Above

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)	28.6%	53.1%	-24.6 pp
2023/24 (final)	17.1%	53.1%	-36.0 pp
2022/23 (final)	35.7%	52.4%	-16.7 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)	34.5	50.4	-16.0
2023/24 (final)	32.8	50.0	-17.2
2022/23 (final)	41.9	50.3	-8.4

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)	-0.90	0.16	-1.06
2022/23 (final)	-0.21	0.17	-0.38

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).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	94%	91%	Average
2022 leavers (revised)	94%	93%	Average
2021 leavers (revised)	95%	94%	Average

16 to 18 performance

A-level average point score

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

Year	This school	National average	Compared with national average
2024/25 (revised)	34.95	34.99	Close to average
2023/24 (final)	30.28	34.38	Below
2022/23 (final)	32.78	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.

Year	This school	National average	Compared with national average
2024/25 (revised)	-0.1	0.0	Close to average
2023/24 (revised)	-0.3	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)	7.6%	8.1%	Close to average
2023/24 (3 term)	9.2%	8.9%	Close to average
2022/23 (3 term)	8.9%	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)	20.1%	21.9%	Close to average
2023/24 (3 term)	27.5%	25.6%	Close to average
2022/23 (3 term)	27.6%	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.

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