

Inspection of Wolverhampton Girls' High School

Tettenhall Road, Tettenhall, Wolverhampton, West Midlands WV6 0BY

Inspection dates: 28 and 29 November 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Previous inspection grade	not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Wolverhampton Girls' High School under section 5 of the Education Act 2005. However, Ofsted previously judged Wolverhampton Girls' High School to be outstanding, before it opened as an academy.

What is it like to attend this school?

At Wolverhampton Girls' High School pupils achieve academic excellence and contribute positively to all aspects of school life. They are proud to be a part of this diverse and inclusive community.

Pupils benefit from an exceptional enrichment offer. The school provides numerous, varied opportunities to nurture, develop and stretch pupils' talents and interests. Pupils speak highly of these and make good use of them. They often take the lead and are instrumental in establishing new clubs and societies, such as law society, debating club, and gothic film club, as well as events such as 'culture day'. The school has ensured there is something for everyone.

The school has a vast array of opportunities for pupils to take on leadership roles. Older pupils are role models and look out for their younger peers. The 'mental health student support team' is there to listen to those who need someone to talk to. Sixth-form 'academic mentors' impart their subject knowledge to those who need guidance.

The school's motto, 'Ludus supra praemium', emphasises the value of wholeheartedly being part of the school community. Pupils are on board with this and strive to achieve their personal best. They successfully gain places at their chosen universities to study degrees, apprenticeships and other courses.

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

Pupils receive an outstanding quality of education. Curriculum planning is meticulous and exceeds the expectations of the national curriculum. Staff have high expectations of how pupils will develop their knowledge over time from Year 7 to Year 13. There is a clear vision of what pupils need to learn and how they will learn it to become experts in the subjects they are studying. As a result, pupils are continuously and systematically building on their knowledge.

Pupils have highly positive attitudes and are committed to their education. They are taught by staff who are subject specialists. Teachers use a wide range of teaching strategies and analogies to bring learning to life. They continually check that pupils have grasped the learning. They effortlessly adapt the work for those who do not understand and also for those who need their knowledge deepened further. As a result, pupils make excellent progress.

The school has engendered in pupils a love of reading. Sixth-form students are mentors for their younger peers. They support those who are proficient readers and those who need some extra help. Monthly library lessons include designing a book cover or writing a book review. In sixth-form enrichment lessons, students take part in writing their own play for the National Theatre. Lessons include a range of literary

techniques such as extracting key information from articles. All of this further develops pupils into confident young adults who articulate themselves well.

The school accurately identifies pupils with special educational needs and/or disabilities (SEND). There is a team around each pupil with SEND that supports them in all aspects of school life. Staff are well trained to know who the pupils with SEND are and how to meet their needs. As a result, pupils with SEND progress exceptionally well.

Pupils behave impeccably and have high levels of respect for one another. There is a strong focus on supporting the well-being and mental health of pupils. The dedicated pastoral team includes educational psychologists, the school counsellor, well-being officers and house leaders. The team has the expertise to deal with issues that pupils are experiencing. Pupils are keen to help each other, both academically and emotionally. The 'anti-bullying ambassadors' deliver information to pupils through assemblies and newsletters, ensuring that the theme of anti-bullying stays on everyone's radar. They are approachable and listen to any concerns that pupils have, passing these on to the adults, who ensure that pupils get the right help at the right time. All of this supports pupils with their social, emotional and mental health needs.

Personal, social and health education (PSHE) is taught by experts. Pupils play an influential role in developing this rich curriculum. It incorporates local issues and any concerns that pupils may have. There is a clear rationale for what will be taught and when. Guest speakers, including emergency services and the NHS, reinforce key messages. Pupils have a great understanding of this curriculum, which resonates in their character.

The house system brings out the competitiveness in pupils. In the 'house arts', dancers, actors, musicians and singers compete. In the 'house winter games', pupils compete in activities such as the spelling challenge, board games and a heart dissection. Pupils are keen to contribute and make a difference to the house they represent.

The comprehensive careers programme is embedded in the academic and PSHE curriculum. Pupils have a secure understanding of vocational qualifications, apprenticeships, A levels and university courses. Pupils in Years 10 and 12 benefit from work experience. The programme ensures that pupils are well prepared and have the confidence to make decisions about their next steps.

Leaders continuously evaluate the effectiveness of all that they do. As a result, they have a clear oversight of the school, placing pupils' best interests at heart. The quality of the education pupils receive is exceptional, additionally enriched through their personal development.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140798
Local authority	Wolverhampton
Inspection number	10242481
Type of school	Grammar (selective)
School category	Academy converter
Age range of pupils	11 to 19
Gender of pupils	Girls
Gender of pupils in sixth-form provision	Girls
Number of pupils on the school roll	1,181
Of which, number on roll in the sixth form	317
Appropriate authority	The governing body
Chair of governing body	Anne Ward
Headteacher	Trudi Young
Website	http://www.wghs.org.uk
Dates of previous inspection	29 and 30 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered alternative provider.
- 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.
- Wolverhampton Girls' High School converted to become an academy in April 2014.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: geography, history, languages, mathematics, music, and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also visited lessons in other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held discussions with the headteacher, other senior leaders, the chair of governors and other governors.

Inspection team

Sultanat Yunus, lead inspector	His Majesty's Inspector
Clare Considine	Ofsted Inspector
Mark Feldman	Ofsted Inspector
Patrick Amieli	Ofsted Inspector
Jane Epton	Ofsted Inspector

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