

St Regis Church of England Academy

Address: Regis Road, Tettenhall, Wolverhampton, West Midlands, WV6 8XG

Unique reference number (URN): 147113

Inspection report: 6 January 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 ●

Inclusion

Strong standard ●

Leaders have an accurate understanding of pupils' needs. As a result of the school's strong work in this area, pupils are included in all aspects of school life. Leaders identify quickly and accurately any additional needs that pupils may have. They provide staff with detailed information about pupils' needs. Teachers use this information consistently well to support pupils.

The school provides pupils with special educational needs and/or disabilities with a range of highly effective support that helps them to access the curriculum. This support helps them with reading, writing and numeracy. Leaders rigorously check the quality and consistency of support to ensure it is having the desired impact. The school provides effective support to pupils who speak English as an additional language so they can access the curriculum. For example, pupils with a limited understanding of English receive bespoke support to help them develop their knowledge of English.

Leaders use pupil premium funding effectively to ensure that disadvantaged pupils receive the support they need. This is helping these pupils to achieve better. The school uses alternative provision well to help pupils re-engage with education. Leaders also provide high-quality support for young carers. For example, leaders ensure these pupils receive additional help through lunchtime and homework clubs.

Expected standard ●

Attendance and behaviour

Expected standard ●

Leaders have high expectations of pupils' attendance. They use attendance data effectively to address barriers to regular attendance. Leaders understand and address any issues that may prevent pupils from attending school regularly. For example, the school provides practical support to pupils, such as access to bus passes if required. Leaders have created a positive culture around school attendance through the use of rewards, attendance champions and weekly celebrations. As a result of leaders' effective work in this area, pupils attend school well. Attendance has particularly improved for disadvantaged pupils.

The school has high expectations for how pupils should conduct themselves. There are clear routines that staff and pupils understand and follow. The school is typically calm and orderly. Most pupils have positive attitudes to learning in lessons. At social times, pupils get along well with each other. Staff do not tolerate bullying. If there are any issues, staff deal with them swiftly and effectively. There are positive and respectful relationships between staff and pupils. Pupils know that staff care for them and they can get support if needed. Some pupils who need support to behave well receive an adapted curriculum that helps them improve their behaviour.

Curriculum and teaching

Expected standard 

Leaders have ensured that a broad and ambitious curriculum is in place for all pupils. The curriculum is well sequenced so that it supports pupils to build on prior learning. Teachers have secure subject knowledge. Leaders have set out how they want the curriculum delivered and they provide regular training to support teachers with this.

Typically, teachers deliver the curriculum well. They make sure that time is allocated to recap prior learning. Most teaching uses this well to support pupils to remember what they have previously learned. Generally, teachers explain new learning clearly and check for understanding so that they can resolve gaps in learning and misconceptions.

Most teachers support pupils to learn new vocabulary well. Leaders ensure there is effective support to those pupils who need help with reading. The school also provides extra support for pupils who need to improve their mathematics and writing skills. This is starting to address pupils' gaps in these areas.

Teachers know pupils' needs well, as leaders provide detailed guidance on how to meet these needs. They are increasingly using this information effectively to address barriers to learning.

Leadership and governance

Expected standard 

The school is well led and managed. Leaders have an accurate understanding of the school's strengths and areas that still need improvement. They are determined that every pupil gets the best possible education. Those responsible for governance fulfil their statutory duties effectively and challenge and support leaders well. Furthermore, leaders from the trust provide effective oversight and support school leaders well.

Leaders' actions to improve the school, particularly in relation to attendance and ensuring that disadvantaged pupils and those with special educational needs and/or disabilities get the support they need, have been effective. They are aware that more needs to be done to ensure that pupils and students achieve as well as they should. They have taken appropriate actions to address this, but it is too early to determine the impact.

Staff are proud to work at the school. They are supported well with their workload and wellbeing. They access well-thought-out professional learning opportunities that help them to improve how they deliver the curriculum and support pupils.

Leaders have engaged well with parents and carers. Most have a positive view of how well the school supports their children. Leaders also have effective systems in place to gather pupils' opinions on their school experiences. For example, they carefully monitor pupils' wellbeing and swiftly support them if any issues arise. As a result, most pupils feel well cared for and have a sense of belonging to the school.

Leaders have designed a well-thought-out programme to support pupils' personal development. Pupils learn how to stay safe online and in the community. They learn about road safety and the dangers of knife crime. They are developing their understanding of fundamental British values. Pupils know to treat others respectfully. Different experiences, such as the annual 'culture day', enhance pupils' knowledge and understanding of the community's diverse cultures and religions. Pupils are well prepared for life in modern Britain.

Pupils are proud to take on responsibilities that contribute to the life of the school and the local community. For example, pupils enjoy charity work, they visit the local care home and some are anti-bullying ambassadors. Some pupils also enjoy leading worship at school.

Leaders ensure that pupils get the pastoral support they need. They have effective systems that monitor pupils' wellbeing. This means staff can quickly support pupils who need it. This effectively supports pupils' enjoyment of school. Pupils feel they belong at the school and that they are well cared for. Leaders have also considered how they can help pupils to develop their social skills. For example, in English lessons, pupils learn debating skills.

Leaders ensure that pupils have many opportunities to develop their talents and interests such as the Academy Gospel choir. All pupils, including disadvantaged pupils, make effective use of these opportunities. For example, pupils who are young carers enjoy different trips and visits that give them experiences that they might not otherwise have.

Pupils benefit from an effective careers programme that gives them the information they need to make informed choices about their next steps.

Needs attention

Achievement

Needs attention 

Teaching does not consistently ensure that pupils produce high-quality work. At times, the work that pupils produce is incomplete and does not reflect a secure understanding of what teachers have taught them. In addition, teaching does not ensure that pupils spell key words correctly or use correct punctuation. As a result, some pupils' written work is not as accurate as it should be.

Generally, most pupils progress well through the curriculum. Typically, disadvantaged pupils achieve as expected. Pupils are starting to achieve better in external examinations at key stage 4. However, pupils do not achieve as well as they should. Furthermore, students in the sixth form do not achieve as well as they should in public examinations. Leaders are addressing this through improvements to the post-16 curriculum. However, it is too soon to see the impact of their work.

Previously, some subjects and how they were taught did not support students to achieve as well as they should. Leaders have addressed these issues, but it is too early to see the positive impact on pupils' achievements. While students in the sixth form access a well-planned curriculum and follow study programmes that generally meet their needs and aspirations, achievement has been low.

The way that teachers deliver the curriculum has improved. They have secure subject knowledge. Typically, they deliver the curriculum well. Most teachers address gaps in learning and misconceptions effectively. As a result, more students are progressing well through the curriculum than previously. However, it is too early to see the impact on outcomes in public examinations.

Staff support students well. Students appreciate the individual mentoring staff provide and the supervised study sessions they have. Students have a range of enrichment opportunities that prepare them well for adulthood. For example, some students volunteer as reading buddies and wellbeing ambassadors. All students complete a first-aid qualification. They receive effective careers advice so that they can make informed choices about their next steps.

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

Pupils enjoy attending this caring school. They say that everyone is made to feel welcome here. Pupils are safe in school and have many staff members they can speak to if they have any worries. Bullying is rare, and pupils are confident that if it did happen, staff would deal with any issues swiftly. Many pupils join the school at different times throughout the year. These pupils settle in quickly as they are well supported when they start at the school. Pupils who attend the school come from a diverse range of backgrounds. Each year, they enjoy a 'culture day', where pupils learn about and celebrate each other's backgrounds and religions.

Pupils with special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language receive effective support so that they can access the curriculum and take part in wider school opportunities. There are positive relationships between staff and pupils. Most pupils behave well in lessons and at social times. They are respectful to each other. Most pupils attend school regularly.

Pupils enjoy their learning, and most work well in lessons. Teachers support students well in the sixth form. However, pupils and students in the sixth form do not achieve as well as they should in external examinations. The school is addressing this, but it is too early to see the impact.

The school provides pupils with a wide range of enrichment opportunities, which many take part in. They enjoy taking part in the art club, the LGBTQ group, the choir, the technology club and a range of sports clubs. Pupils can also develop their character by taking on

different responsibilities, such as being a prefect, a wellbeing ambassador or a member of the student council.

Next steps

- Leaders should ensure that teaching supports pupils to produce high-quality work, so that they progress through the curriculum and achieve well at the end of key stage 4.
 - Leaders should ensure that teaching supports pupils to write with accuracy, particularly in relation to spelling key words correctly and using correct punctuation.
 - Leaders should ensure that the changes they have made to the sixth-form curriculum and how it is delivered lead to students achieving as well as they should.
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About this inspection

This school is part of the Three Spires Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Emily Verow, and overseen by a board of trustees, chaired by The Venerable Dr David Lee.

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 executive principal, head of school, the CEO of the trust, and other trust and school leaders during the inspection. Inspectors also spoke with those responsible for governance.

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:

This school is registered as having a Church of England religious character. The next section 48 inspection will take place in the next 5 years.

The school makes use of 2 alternative provisions, including one that is unregistered.

The school joined the Three Spires Trust in April 2023.

The executive principal joined the school in January 2023.

A head of school was appointed in January 2026.

Lead inspector:

Paul Halcro, His Majesty's Inspector

Team inspectors:

Russell Hinton, Ofsted Inspector

Clare Turner, Ofsted Inspector

Elizabeth Lawson, 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 6 January 2026

School and pupil context

Total pupils

762

Below 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

1,089

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)

53.94%

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

1.31%

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

20.47%

Well above average

What does this mean?

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

National average: 13.4%

Location deprivation

Below 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 (provisional)	22.4%	45.2%	Below
2023/24 (final)	22.2%	45.9%	Below
2022/23		45.3%	

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 (provisional)	36.4	45.9	Below
2023/24 (final)	36.8	45.9	Below
2022/23		46.3	

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)	-0.53	-0.03	Below
2022/23		-0.03	

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 (provisional)	17.1%	25.6%	Close to average
2023/24 (final)	14.3%	25.8%	Below
2022/23		25.2%	

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 (provisional)	32.4	34.9	Close to average
2023/24 (final)	32.5	34.6	Close to average
2022/23		35.0	

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)	-0.80	-0.57	Close to average
2022/23		-0.57	

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 (provisional)	17.1%	52.8%	-35.7 pp
2023/24 (final)	14.3%	53.1%	-38.8 pp
2022/23		52.4%	

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 (provisional)	32.4	50.3	-17.9

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	32.5	50.0	-17.5
2022/23		50.3	

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)	-0.80	0.16	-0.97
2022/23		0.17	

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)	22.17	34.99	Below
2023/24 (final)	26.19	34.38	Below

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)	-0.4	0.0	Below
2023/24 (revised)	0.0	0.0	Close to average

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)	7.2%	8.1%	Close to average
2023/24 (3 term)	10.3%	8.9%	Above
2022/23 (3 term)	12.2%	9.0%	Above

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)	22.0%	21.9%	Close to average
2023/24 (3 term)	30.9%	25.6%	Above
2022/23 (3 term)	37.5%	26.5%	Above

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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