

The Bishop David Brown School

Inspection report

Unique Reference Number	125266
Local Authority	Surrey
Inspection number	359873
Inspection dates	11–12 May 2011
Reporting inspector	Alan Taylor-Bennett HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Comprehensive
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	542
Appropriate authority	The governing body
Chair	Lisa Robinson
Headteacher	Stuart Shephard
Date of previous school inspection	12 November 2007
School address	Albert Drive Woking GU21 5RF
Telephone number	01932359118
Fax number	01932349175
Email address	cball@bishopdavidbrown.surrey.sch.uk

Age group	11–16
Inspection dates	11–12 May 2011
Inspection number	359873

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. They observed 43 lessons and the work of 41 teachers. In addition, meetings were held with groups of students, representatives of the governing body, and staff. A wide range of documentation was scrutinised, including the school's development plans, its self-review, analyses of the attainment and progress of its students, records of lesson observations, and policies. Inspectors took account of the responses on the 211 questionnaires received from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Current trends in attainment across the school. ◆◆◆
- How well the school supports the well-being and achievement of the substantial number of students who arrive at the school after Year 7, some of whom are at an early stage of learning English.
- How strongly behaviour supports learning, and how well this is managed by the school.
- How effectively assessment supports learning and how consistently this supports good or better progress in the school.

Information about the school

The Bishop David Brown School is a smaller-than-average-sized secondary school, with a performing arts specialism. It serves an ethnically diverse area of Woking and about half of its students are from minority ethnic groups. A significant minority are at the early stages of learning English. The proportion of its students who are known to be eligible for free school meals is slightly above the national average and is increasing. A higher than average proportion of students have special educational needs and/or disabilities. There is a special unit on site supporting the needs of a small number of students who have a hearing impairment. An above average proportion of students join the school at times other than at the beginning of Year 7, a substantial proportion of whom are from overseas. The school holds the Healthy Schools Award and the International School Award. There is an independently run nursery on site, subject to separate inspection arrangements.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

The Bishop David Brown School is providing a satisfactory education for its students. Some aspects of its work are good, and others are outstanding. Over recent years students have arrived, and left, with levels of attainment that are low, but attainment is currently improving rapidly throughout the school. The progress made by students is satisfactory and is also improving. The students who arrive at times other than at the beginning of Year 7, and the significant number from other countries and with little English, are supported very effectively and many go on to achieve well in examinations. Their results do not contribute to the school's overall published progress measure, but are a key indicator of its effectiveness.

A significant factor supporting improvements is the good quality of staff and students' working relationships. Trust and respect is the norm and good behaviour supports learning strongly. This is a happy school, with above average attendance.

There are excellent care and support systems in place for students. Staff work very effectively to support the welfare of individuals and groups of students. As a consequence, safeguarding is outstanding, and students feel very safe and very well supported in the school.

The school's performing arts specialism underpins many aspects of its work. For example, students derive significant benefit from, and enjoy, the many opportunities created for them to work in the community and with their peers in other local schools. The quality and extent of their contributions to the school and the wider community are outstanding.

The school makes mostly good use of assessment to support learning. Whole-school monitoring of students' achievement is used at departmental and classroom level to generate higher attainments. Whole-school and individual targets are challenging and have become accepted as a mechanism to drive up attainment over the last two years. Not all of the teaching is pitched so as to make these high expectations explicit enough, and to require all students to raise their sights even higher.

Teaching is securely satisfactory. The best teaching makes very good use of continual small-scale assessment techniques which are used to steer learning and support the progress of all learners by continually adapting teaching strategies and the use of resources. Despite much teaching being good because of this approach, its implementation and impact across the school is still patchy. ◆◆◆◆

Many students lack confidence in their learning. Staff support them well but sometimes opportunities are missed in lessons to encourage students to challenge their grasp of the work and to gain in confidence as a result.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The curriculum serves the needs of students well. The school plays a leading role in planning exciting and successful vocational opportunities across several local schools.

The vision of the headteacher is communicated clearly, passionately and resolutely by him and his senior staff. Self-evaluation is accurate, development planning is precise and well focused, and good quality systems have been established to monitor the outcomes of new initiatives and identify further opportunities to improve. Good leadership has been responsible for the improvement in the school over recent years, and it makes a strong contribution to its good capacity to sustain further improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve attainment through increasing the proportion of students making good and outstanding progress, by:
 - raising teachers' and students' expectations of outcomes, particularly for more able students
 - reinforcing students' confidence to enable them to play a much more active part in learning, challenging and supporting their own and others' grasp of the work.
- Improve the quality of teaching to at least good across all departments, and increase the proportion that is outstanding, by:
 - ensuring that all teachers gauge students' understanding frequently during lessons and use this information to steer their responses to students' learning needs
 - enabling all staff to learn from the good and outstanding practice in the use of assessment information demonstrated in the strongest lessons
 - using the good information the school has about learners' achievement and capabilities, to plan approaches and use resources that meet the needs of individuals and different groups of students in a lesson more appropriately.

Outcomes for individuals and groups of pupils

3

Students benefit from the school's concentration on responding systematically to the very distinctive needs of the various groups of students in its community. The progress of all such groups is at least satisfactory as a result. For example, the very specific and urgent learning and social needs of students who arrive in the country at an early stage of learning English are met well, and many begin to make good progress very quickly. Children with special educational needs and/or disabilities also make good progress because of the intervention and support from specialist staff. In lessons, students' quality of learning is consistently satisfactory, and it is often better. When it is good, it is due to good teaching which responds quickly and effectively to students' learning needs. Appropriately demanding targets in the specialist subjects are met or exceeded and students value the opportunities their work in the performing arts gives them to develop a wide range of important skills.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Behaviour in lessons and around the school is good. Students are welcoming and thoughtful, and they enjoy talking about their work, their friendships and their school. Many students demonstrate an obvious and well-founded pride in their school. Behaviour in lessons is good because students are attentive and they obviously value learning. Few are confident learners, however, and students show hesitancy in volunteering answers that may be wrong, or in taking part in discussions to explore the extent of their grasp of an idea. The best teaching uses strategies to assist students to do this more often, and in these lessons they rise to the challenge and make better progress.

Students benefit from the work done to encourage a good understanding of personal safety, for example, with the lower school 'Be Smart, Be Safe' day and the opportunities that students have to contribute to the school's successful anti-bullying strategies. Students were keen to impress on inspectors that they like their school and that it is a trusting and happy environment in the words of one, 'just like a big family'. They benefit greatly from the range of opportunities to play an active part in improving their school and contributing to their local community in, for example, working with younger pupils in local primary schools through the SHINE project, providing lunches for the elderly and working in a local confederation of school councils with other secondary-age students. There are also developing links with a school in Uganda. Students demonstrate a good grasp of how to stay healthy and can explain how aspects of what they learn in school relate directly to their lives and have had a positive effect on them. There is a high take-up of extra-curricular sports and many choose healthy options each day in the canteen.

Students are prepared very well for their next steps into further education or employment-based training. They understand the need to show commitment and reliability in matters such as good attendance and punctuality, and demonstrate their capacity to make good choices, using the high quality advice and guidance on offer. The school's emphasis on the development of functional skills enables students to demonstrate their high level of employability; the proportion of ex-students who are not in education, employment or training is very small.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is satisfactory and improving because of the school's determined and effective focus on developing the use of small-scale assessment techniques to steer learning in classrooms. The successful use of these techniques to continually determine what students understand and how they are acquiring new knowledge over the course of a lesson is a defining feature of good and better lessons. It is also being used successfully as a means of improving satisfactory teaching. Teachers' subject knowledge is good, and students usually understand the objectives of a lesson and its place in a unit of study. High expectations were more apparent for lower attaining students; middle and upper ability learners are offered significant challenges less often. Teaching in the school has important strengths; the inconsistency in the application of proven successful strategies is the most significant limiting factor on its overall quality.

The curriculum is good because it is broad, relevant and very well matched to the needs of all groups of students. It is based on a school-wide concept of providing equality of opportunity through a wide range of targeted provision to match individual need. Senior staff take a leading role in the development of a good range of vocational courses, through the Woking Federation and, with the support of the local authority, working with a number of local providers. Students following these vocational courses enjoy them, see them as relevant and achieve well. The grouping of students by ability rather than age in the lower school is successful and it is improving motivation. Some imaginative responses

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

to students' learning needs, such as the FLEX programme, are capitalising on staff expertise, further strengthening staff and student working relationships and making significant contributions to students' range of skills.

Students are very well cared for. Staff have a very well developed sense of students' needs, at a group and individual levels, and respond quickly and very effectively to meet them. The school works seamlessly with a range of outside agencies to provide support for vulnerable young people, those in the special unit and those with complex needs and their families. High quality advice, guidance and support extend into all aspects of staff's dealings with students.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and his senior staff provide a very clear vision for the school's ethos and its future direction. The successful concentration on establishing a happy and harmonious working environment over recent years has enabled many outcomes for students to be good or better. It is currently supporting the drive to improve attainment. Targets are used assertively and supportively to drive up expectations and hold middle leaders to account. There is a strong record of meeting whole-school targets, and Year 11 students are on course to set new school records this summer. The leadership and management of teaching concentrate on the development of important classroom skills and have had considerable success in developing these skills to a high level in some staff. They are also making sure that satisfactory teaching is securely and reliably so, and is improving.

Students' welfare and safety is a very high priority and all systems to ensure safeguarding are secure and are evaluated regularly and rigorously. The school ensures good equality of opportunity by identifying the needs of all groups of students carefully and adapting its provision to support their wellbeing and achievement accordingly.

The governing body is very well informed about the school's strengths and development needs and it offers good, regular and consistent support and challenge to the senior team in its meetings and in the work of its committees. It is in the process of developing its knowledge of how to refine this further, through aspiring to national charter standards. All statutory responsibilities, such as monitoring safeguarding policies and practices, are carried out thoroughly and effectively. Financial oversight is exercised diligently, and this contributes to the school's good management of its site and resources, ensuring that value for money is satisfactory in every way.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Staff prioritise good and regular communication about a wide range of issues with all parents. This is reflected in the very high levels of satisfaction expressed in the parental questionnaire. Links with the community are very strong as a consequence of well-focused and regularly evaluated work with local community groups. For example, the school is an active member of the Woking Mosque-school Liaison Forum and can point to benefits to students and to the local community as a result. The school regularly evaluates the impact of its community involvement, and includes ideas for future work in its development planning processes.



These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The response rate from parents and carers to the Ofsted questionnaire was above the national average for secondary schools. A very large majority of those who responded expressed satisfaction with their child's experience at the school. Particular strengths identified included students' enjoyment of school, their safety, very good home/school communication and the quality of teaching. The small number of concerns expressed centred around individual circumstances and there were no trends or patterns evident. A parent summed up the general tone of the comments in saying 'the school has a wonderful friendly atmosphere, led by an excellent headteacher'.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Bishop David Brown School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 211 completed questionnaires by the end of the on-site inspection. In total, there are 542 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	89	42	109	52	10	5	2	1
The school keeps my child safe	95	45	108	51	5	2	0	0
My school informs me about my child's progress	106	50	93	44	8	4	1	0
My child is making enough progress at this school	84	40	107	51	13	6	3	1
The teaching is good at this school	93	44	105	50	8	4	1	0
The school helps me to support my child's learning	79	37	110	52	16	8	0	0
The school helps my child to have a healthy lifestyle	61	29	128	61	14	7	1	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	73	35	119	56	9	4	2	1
The school meets my child's particular needs	82	39	104	49	16	8	3	1
The school deals effectively with unacceptable behaviour	60	28	114	54	22	10	9	4
The school takes account of my suggestions and concerns	54	26	129	61	18	9	3	1
The school is led and managed effectively	104	49	90	43	12	6	0	0
Overall, I am happy with my child's experience at this school	105	50	89	42	11	5	4	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 May 2011

Dear Students

Inspection of The Bishop David Brown School, Woking GU21 5RF

Thank you for the warm welcome you extended to the inspection team when we visited your school recently. We particularly enjoyed seeing you at work in lessons and hearing from you about how you are gaining from all that the school has to offer. Overall, we found that your school provides a quality of education that is at least satisfactory in all respects, and is good or outstanding in some.

Although in previous years students' attainment has been below national averages at the end of Year 11, it is currently improving because you are making better progress. This is because many teachers are good at appreciating what you do and do not understand, and at using this information to teach you better. This is an important strength in the teaching, but it is not happening consistently across the school. The quality of care, guidance and support for you all is excellent; staff really know you, and provide for your needs very well. This includes the relatively large number of you who join the school after Year 7, sometimes with little English, who make good progress soon after joining, thanks to this very good support.

Yours is a happy school where people show respect and care for others. You feel very safe in school and you attend well, benefiting from the many opportunities to take part and contribute to your school and your local community. Your headteacher is leading the school well. He and I agreed some actions that would help make outcomes for you even better. They are:

- helping you to get better examination results when you leave by expecting more of you throughout your time at the school, and helping you to gain in confidence to become more active and questioning in lessons
- encouraging all staff to be as good as the best are, at using regular checks of your understanding to shape a lesson and deliver work which is as demanding as it should be, in a form that suits you best.

I know that you will be keen to play a part in supporting your school to maintain its strengths and develop further over the next few years. However this is done, make sure you continue to play your part in maintaining and developing its positive and happy spirit! I wish you every success and happiness in the future.

Yours sincerely

Alan Taylor-Bennett

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.