

Bishop David Brown School

Albert Drive, Woking, Surrey, GU21 5RF

Inspection dates 24–25 April 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Students make good progress from their different starting points. Their attainment is rising rapidly as a result of effective action taken by leaders to improve the quality of teaching, which is now consistently good.
- Teachers enable students to make good and sometimes outstanding progress in lessons by making sure that activities are well matched to students' different abilities and interests.
- Students behave well in lessons and around the school. Their positive attitudes to learning make a good contribution to their achievement. Their punctuality is excellent.
- The school's arrangements to keep students safe are outstanding. Students feel extremely safe in school. They have no concerns about bullying, which they say is dealt with very well by staff on the rare occasions when it occurs.
- The curriculum caters extremely well for different groups of students. It contributes very positively to students' spiritual, moral, social and cultural development, and helps to ensure that they are well prepared for the next stage of their education and for future employment.
- School leaders are relentless in their ambition to raise achievement and improve the quality of teaching still further. They have made very good use of the support they have received from other schools and from the local authority.
- Members of the governing body are well aware of the school's strengths and of what needs to be done to make it outstanding.
- Parents and carers are highly supportive of the school, and express very positive views about its work.

It is not yet an outstanding school because:

- Students do not always make rapid and sustained progress, because teachers do not always ensure that students continue to work as hard as they could throughout lessons.
- Not all teachers give students enough opportunities to extend their learning by responding to teachers' written comments about their work.
- Leaders are not all contributing fully as yet to improving the quality of teaching.

Information about this inspection

- The inspectors observed 26 lessons, eight of them together with the headteacher and other senior leaders. They also made shorter visits to a number of other lessons and other activities, including three tutor group meetings, an assembly and the school’s breakfast club. Inspectors looked at examples of students’ written work during lessons.
- The inspectors held discussions with groups of and individual students, the Chair of the Governing Body, the vice chair and one other member, and members of staff. They also met a representative of the local authority, and the headteacher of and another member of staff from St John the Baptist School, Woking.
- The inspectors observed the school’s work and looked at a range of documents. These included the school’s information on students’ attainment and progress, as well as data on attendance and exclusions. They examined safeguarding procedures and records relating to the school’s own lesson observations. Inspectors also looked at the school’s checks on how well it is doing, documents relating to the management of staff performance, and planning documents.
- In planning and carrying out the inspection, the inspectors took account of 153 responses to the Ofsted online survey (Parent View) submitted before and during the inspection. They also considered the school’s own most recent survey of parents’ and carers’ views, and 43 questionnaires completed by members of the teaching and support staff.

Inspection team

Robin Gaff, Lead inspector	Additional Inspector
Keith Homewood	Additional Inspector
Jenny Usher	Additional Inspector

Full report

Information about this school

- This is a much smaller than average-sized secondary school.
- Students come from a range of different ethnic backgrounds. The largest ethnic groups are White British and Pakistani.
- The proportion of students who are learning English as an additional language is well above average.
- Just under one in three students is eligible for the pupil premium. This is additional funding provided for children in local authority care, children with a parent or carer in the armed services and those known to be eligible for free school meals. This proportion is above the national average.
- Although this figure varies from year to year, the proportion of Year 7 students who are eligible for the Year 7 catch-up premium has been consistently above average. This extra funding is provided by the government to support those students who have not reached the expected standards in English and mathematics by the end of Key Stage 2.
- About one in 12 students is supported through school action; this is below the national average. The proportion of students, just under one in 12, who are supported at school action plus or have a statement of special educational needs, is well above the national average.
- A higher proportion of students than found nationally join or leave the school at other than the normal time for transfer.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The school is being supported by other local schools, including St John the Baptist School, whose headteacher is a National Leader of Education.
- The school has specially resourced provision, managed by the governing body, for a very small number of hearing impaired students.
- A small number of students in Key Stage 4 attend work-related courses provided by MIT (Motor Industry Training) Skills, based in West Byfleet, and by Guildford College.
- There is a privately owned nursery on the school's site. This is subject to separate inspection arrangements.

What does the school need to do to improve further?

- Raise students' achievement to outstanding by ensuring that teachers always:
 - adapt activities when necessary so that students maintain a consistently high work rate during lessons
 - give students enough opportunities to improve their work by responding to teachers' written comments.
- Ensure that leaders at all levels make a fully effective contribution to improving the quality of teaching.

Inspection judgements

The achievement of pupils

is good

- Students' attainment when they join the school is consistently below national averages. The proportion of students who gained five or more GCSE passes at grade C or above including English and mathematics rose substantially between 2011 and 2013. It also improved at a faster rate than found nationally. Attainment by the end of Year 11 is now broadly average, indicating that students typically make good progress from their starting points.
- Although students' attainment fell overall in 2012, leaders took prompt and effective action to remedy the weaknesses, including in teaching, which lay behind these results. The standards reached by current Year 11 students, as shown by the school's own reliable data and the GCSE grades which many have already gained, demonstrate that the trend of improvement is being maintained and accelerated.
- The school has made sure that early entry for GCSE has not limited students' chances of reaching the highest grades of which they are capable, including for the most-able students.
- Students' performance in subjects, including science and humanities where they have done less well in the past, is now contributing positively to their good overall achievement. This is because leaders have used the support they have received from other schools well to improve teaching in those areas where it was weakest.
- Students who join the school with the highest levels of previous attainment also make good progress because teachers make sure that they are given work which stretches them sufficiently.
- Students who join the school at other than the normal time for transfer, many of whom are at an early stage of learning English as an additional language, achieve well. This because the school helps them to settle in quickly and to rapidly gain a good command of written and spoken English.
- The school makes good use of the additional funding it receives to support students who qualify for the pupil premium, by, for example, providing them with additional teaching. As a result, they achieve well. In 2013, the attainment at GCSE of eligible students was slightly below that of other students in the school but was above that of similar students nationally. Their results were just under a half a grade lower in English and just over half a grade in mathematics, representing good progress from students' starting points. These students achieved better results than the equivalent group in 2012. This shows the school's success in narrowing gaps between the achievement of disadvantaged students and other students.
- The school also uses Year 7 catch-up premium money well so that students are not held back by weaknesses in reading, writing and mathematics in their ability to succeed in other subjects.
- Disabled students and those with special educational needs, including those who benefit from the school's specialist provision for hearing impaired students, achieve at least as well as others. This is because teachers and teaching assistants use their own expertise as well as that of outside specialists well to ensure that the students carry out activities which enable them to make good progress.
- A small number of students follow work-related courses at other establishments. The programmes correspond well to their interests and abilities. As a result, these students achieve very well and gain qualifications and experience which prepare them well for further training and employment.
- Students make consistently good progress in lessons because teachers give them work which is well suited to their abilities. When, occasionally, progress is slower, this is usually because teachers do not make sure that students work sufficiently hard throughout lessons.

The quality of teaching

is good

- Teachers have high expectations of all groups of students, including the most and the least able. They use their detailed knowledge of students' past attainment and individual needs to good

effect in planning activities which are well matched to students' abilities and their interests.

Teachers' secure grasp of and enthusiasm for their subjects enable them to share their knowledge effectively with students. This results in students making consistently good progress.

- Teachers of all subjects make sure that students understand the key words and expressions which are relevant to the topics they are studying. For example, in a Year 8 science lesson, the teacher checked carefully that students could explain what 'cholesterol' meant and understood why it is important to people's health.
- Teachers relate well to students and establish a very positive atmosphere in lessons. They also make sure that teaching rooms provide a stimulating environment in which to learn, by displaying examples of students' work and clear indications of how they can reach their target levels.
- Students spoke very positively about their experience in a wide range of subjects. The overwhelming majority of parents and carers who have responded to the Parent View and the school's own surveys agree that their children are well taught. Most believe that they receive homework which is appropriate for their age.
- In most lessons, teachers monitor students' progress carefully and adapt activities if students find them easier or harder than teachers had expected. As a result, lessons are characterised by a clear sense of purpose, because students have realistic targets and know what they are meant to be doing. Occasionally, however, teachers allow students to relax their efforts and do not give them additional, demanding tasks when they have completed their work early.
- Teachers mark students' work regularly and give them detailed comments about what they have done well and what aspects they need to improve. This enables students to know the next steps to take to make their work even better. Teachers do not routinely, however, expect students to respond to their comments. This limits students' opportunities to reinforce and to develop their learning, and teachers' ability to verify that their advice has been heeded.

The behaviour and safety of pupils are good

- The behaviour of students is good. Students themselves confirm this and very few parents, carers or members of staff express any concerns about bullying or behaviour.
- Students are attentive, are keen to learn and to respond to teachers' questions, expressing their views sensibly and maturely. Occasionally, students behave less well when teachers allow them to become distracted, so that they do not work as intently as usual.
- Around the school, students are courteous and considerate to each other and to adults. There is very little litter and no graffiti to be seen. Students are exceptionally punctual in arriving at school and for lessons.
- Students throughout the school benefit from many opportunities to take on responsibility, for example as assistant librarians or sports leaders. This contributes very well to their moral and social development and helps them to develop skills which will serve them well in the future.
- The school has improved the behaviour of the small number of students whose conduct has been a cause for concern. Exclusions are well below average. There have been no permanent exclusions for several years and fixed-term exclusions have fallen during that time.
- Students' attendance has improved steadily and is now in line with the national average. The school has worked successfully with the parents and carers of those students who have been persistently absent and as a result, their attendance has risen.
- The school's work to keep students safe and secure is outstanding. Many students say they particularly appreciate the way the staff, including the headteacher, take care of them and know them as individuals. Students also look out for and help each other when in difficulty.
- Students have an extremely good awareness of how to keep themselves and others safe, for example when using the internet or when carrying out practical tasks in science and technology.
- Students have a very good understanding of different types of bullying, such as prejudice-based harassment and cyber bullying. They say however, that bullying is very rare and that staff are extremely prompt and effective in helping them to deal with it.

- School leaders and the governing body have an excellent understanding of how to keep students safe, and the school's procedures for safeguarding students meet all requirements.
- The school makes sure students who attend courses at other establishments behave well and are completely safe, by liaising and working closely with their colleagues there.

The leadership and management are good

- The enthusiastic and highly determined headteacher, ably supported by his senior colleagues, has successfully tackled the weaknesses identified by the school's previous inspection. Their firm and decisive actions have led to significant improvements in the quality of teaching, for example in mathematics. Leaders have accurately identified the school's strengths and what still needs to be done to make the school outstanding. This indicates its capacity for further, sustained improvement.
- Middle leaders are playing an increasingly effective role in improving teaching in the areas for which they are responsible. This is because senior leaders hold them firmly to account for students' performance, and they, in turn, ensure that members of their team know their targets and that they are responsible for achieving them. Leaders make sure that teachers have plenty of opportunities to learn from one another, and to attend courses designed to help them improve their practice. The headteacher manages the staff's performance well, and ensures that any pay rises or promotions are linked explicitly to teachers' achievement of their own and the school's targets for improvement.
- Leadership and management are not yet outstanding because teaching is not yet enabling students to make consistently rapid and sustained progress. Not all leaders are fully effective in improving the quality of teaching.
- The school has made very good use of the in-depth support it has received from other schools, especially St John the Baptist School, to remedy weaknesses in specific subject areas. It has also benefited from good support from the local authority, for example in ensuring the accuracy of leaders' judgements on the quality of teaching. The school is now, however, making a positive contribution itself in helping other schools to improve their practice.
- Leaders have skilfully adapted the curriculum to ensure that courses meet the needs of all students, including by developing their skills in English and mathematics. For example, each day begins with a highly successful phonics (linking sounds to letters) session for those students whose grasp of reading and writing is weak. Tutor group sessions for younger students include good opportunities for them to reinforce their knowledge of times tables. Extremely good management of courses provided by other institutions enables students to achieve very well.
- Students benefit from a very wide range of before- and after-school and enrichment activities, including sports events and musical productions. The breakfast club gives students a warm and supportive start to the day.
- The school's promotion of students' spiritual, moral, social and cultural development is strong. The school is a harmonious community in which students from different backgrounds can thrive. There is no sign of any racist or extremist behaviour, and no evidence of any discrimination.
- Most parents and carers agree that the school listens to their concerns and gives them good information about their children's progress. Almost all say they would recommend it to others.
- **The governance of the school:**
 - Governors bring a good range of skills and experience to their role. They know how well students are achieving compared to those in other schools. They have an accurate view of the quality of teaching and what leaders have done to improve it, including by linking pay increases to performance. Governors take good care of the school's finances and know in detail how the school is using extra funding, such as the pupil premium, for students' benefit. They rigorously hold leaders accountable for meeting agreed targets and are clear about what the school needs to do to improve still further.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125266
Local authority	Surrey
Inspection number	442471

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	535
Appropriate authority	The governing body
Chair	Chris Howorth
Headteacher	Stuart Shephard
Date of previous school inspection	11–12 October 2012
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