

Bredon Hill Middle School

Elmley Road, Ashton-Under-Hill, Evesham, WR11 7SW

Inspection dates 3–4 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The vision and ambition of the headteacher, senior leaders and governors are crucial elements of the school's success.
- Teaching is of a consistently high quality and additional support is quickly provided for any students who need it. As a result all groups, including disabled students and those who have special educational needs, achieve outstandingly well.
- By the time students leave at the end of Year 8, they have made outstanding progress in English, mathematics and science.
- Achievement is also outstanding in geography, physical education, technology, history, religious education, modern foreign languages and music.
- Teachers have high expectations and set challenging work so that students make rapid progress in lessons. Just occasionally, marking does not help students to improve their work.
- The range of subjects and learning activities that the students experience make an outstanding contribution to their achievement.
- The highly committed and effective governing body holds the school to account for its work by skilfully supporting and challenging its leaders.
- Subject and other leaders are making a strong contribution to sustaining high performance and driving further improvement.
- Students are very proud of their school and the many opportunities it gives them to succeed, both in and out of lessons.
- The school provides a safe, supportive environment in which students thrive.
- Students behave outstandingly well and work very conscientiously in lessons. Their attitudes to learning are exemplary.
- The school promotes students' spiritual, moral, social and cultural development exceptionally well. This enhances the harmonious atmosphere and ethos in the school.
- Parents are highly positive about the work of the school.

Information about this inspection

- Inspectors observed teaching and learning in 49 lessons or part lessons, of which 21 were jointly observed with senior leaders. They made a number of additional visits to a whole-school assembly, registration and to view learning across a range of subjects.
- Discussions were held with the headteacher, senior and other leaders, governors and a representative from the local authority.
- Inspectors spoke to students in lessons, at break and at lunchtimes. They spoke to three groups of students representing all year groups in the school.
- Inspectors heard a group of Year 7 students read, and listened to students read in lessons.
- The inspection team looked at a range of documentation, including the school’s evaluation of how well it is doing, the school improvement plan, statistical information about students’ progress, achievement, behaviour and exclusions, and records of governors’ meetings. They also looked at students’ work in lessons and in their books across a range of subjects.
- Inspectors took account of 94 responses to the online questionnaire Parent View, the 44 responses to the staff questionnaire, and four letters from parents.

Inspection team

Chris Young, Lead inspector	Additional Inspector
Terence Payne	Additional Inspector
Rosemary Barnfield	Additional Inspector

Full report

Information about this school

- Bredon Hill Middle School is a smaller-than-average middle deemed secondary school.
- The very large majority of students are from White British backgrounds.
- The proportion of disadvantaged students supported by the pupil premium is well below average. This is additional money allocated by the government for students who are looked after by the local authority or known to be eligible for free school meals.
- The proportion of disabled students and those who have special educational needs is broadly average.
- The school does not use any off-site provision for any of its students.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Ensure that teachers' comments in marking show students clearly how to improve their work, and check that students respond so they learn from their mistakes.

Inspection judgements

The leadership and management are outstanding

- Inspirational leadership, including by the governing body, ensures that the drive for improvement is continuous. There is a culture of high aspiration and success for all which contributes to the outstanding teaching and students' outstanding behaviour.
- Leaders use well-developed systems to check the school's performance and maintain an accurate view of its strengths and any areas requiring further improvement. The leadership of teaching and learning is outstanding. Leaders monitor teaching and learning thoroughly and accurately and continually challenge staff to improve their skills.
- Subject and other leaders are making a strong contribution to sustaining high performance and driving further improvement. They aim consistently for excellence in teaching and high levels of achievement. Their checking of performance leads directly to action such as the measures taken to improve students' reading.
- Students study a broad range of subjects taught by extremely knowledgeable staff. This is enhanced by a large number of enrichment activities that are extremely well supported by students. Together, these make an excellent contribution to the spiritual, moral, social and cultural development of students. They successfully prepare students for life in modern Britain.
- The school's commitment to equal opportunity is shown by its determination to give students from all backgrounds and of all abilities the chance to excel and achieve their potential. Leaders also ensure that discrimination is not tolerated. For example, they use the pupil premium very successfully to give disadvantaged students extra help through additional teaching and particular support in literacy and numeracy. This includes one-to-one support, small-group work and focused learning sessions.
- The school makes excellent use of the primary physical education and sport premium by providing coaching for students in Year 6, running additional sports clubs and promoting healthy lifestyles. It also promotes competition across a range of sporting activities. Involvement in sport has a positive impact by developing and improving the physical well-being of the students.
- Students in Year 8 have the benefit of independent advice and guidance to help them make informed choices about careers that will lead to their future success.
- The school makes good use of partnerships to support students' academic progress and personal development and their health and well-being. For example, it uses links with the University of Bristol to raise students' aspirations.
- The vast majority of parents are supportive of the school, as shown by the positive response to Parent View.
- Leaders ensure that the school's safeguarding policies and practices are extremely effective. All documentation is meticulously completed. Child protection procedures are exemplary. All staff are appropriately trained and well aware of the procedures for child protection and risk assessments.
- The local authority recognises the strengths of this outstanding school. It has provided limited support, such as checking the accuracy of leaders' judgements on the performance of staff and pupils.
- **The governance of the school:**
 - The governing body is extremely well organised and has a detailed and comprehensive knowledge of the school, including of the quality of teaching. The governors challenge leaders in considerable depth about data, achievement and students' progress. The data committee is a strong and influential group when it comes to holding the headteacher and other leaders to account. Its work contributes to the school's view of its own effectiveness. The committee also reviews the impact of its own work.
 - The governing body actively promotes tolerance and respect for people of all faiths, cultures and lifestyles

to prepare students positively for life in modern Britain.

- Governors ensure that the performance of staff, including the headteacher, is managed rigorously and linked suitably to their pay and promotion. Good practice is rewarded and any rare underperformance is tackled well.
- Governors have a strong commitment to ensuring the safety of students. They make sure all statutory requirements are met, including those related to safeguarding.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of students is outstanding. Students' attitudes to learning are exemplary, as is their behaviour both in lessons and around the school. They are punctual in arriving for lessons and are excited by their learning. They are excellent ambassadors for the school.
- Students take a great pride in the school. They are very polite and courteous towards each other and towards adults and visitors. They are inquisitive and fun to talk to.
- Students take full advantage of the outstanding range of opportunities provided for them to develop sporting and artistic skills. Trips to France, exchanges and links with other cultures develop their awareness of society and their personal skills, and have a positive impact on school life.
- The very positive atmosphere in the school nurtures students' personal skills and helps them to develop into mature and reflective young people. Students build up a very good understanding of equality and respect for all, and are well prepared for the next stage of their education.
- Students are active in raising funds for local and national charities including Vale Wildlife, Cancer Research and Children in Need. This enables them to develop as responsible individuals and make a significant contribution to the wider community.
- Attendance is high for all groups of students, reflecting their enjoyment in learning. Fixed-term exclusions are low and there have been no permanent exclusions.

Safety

The school's work to keep students safe and secure is outstanding. Students say that they feel safe. Nearly all parents who responded to Parent View agree that their children are exceptionally well looked after. Staff and governors provide a very caring and supportive atmosphere within which all students are extremely well looked after.

- Students understand risk and have a very good understanding of the different forms of bullying, including cyber bullying. They say that there is very little bullying in school and express great confidence that should any happen, it would be dealt with quickly and effectively.
- Students say they particularly appreciate the way 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. Parents also report that their children are safe and happy at school.
- Students have an outstanding awareness of how to keep themselves and others safe, for example when using the internet or carrying out practical tasks in science or technology.

The quality of teaching

is outstanding

- Teachers are passionate about teaching and highly committed to ensuring students achieve their potential. Outstanding teaching across a wide range of subjects, including English and mathematics, promotes outstanding progress for students across the school.

- Teachers' have strong subject knowledge and a detailed understanding of what different students already know and can do. They use this awareness very effectively to challenge students and enable them to make at least good and often outstanding learning gains in lessons.
- Teachers successfully develop students' thinking by encouraging them to extend their own answers or to build on the answers of other students. This was evident in a Year 8 English lesson, where students' use of persuasive language in debating the value of different chocolate bars enabled them to make rapid gains in their learning.
- Teachers use well-chosen resources, including the use of new technologies, to engage and interest students.
- Work is marked very thoroughly and teachers often provide useful and carefully developed points for improvement to individual students. Occasionally the guidance is not so helpful, and teachers do not always check that students gain from the advice by editing their work accordingly.
- Teachers know their students and their abilities very well because they check their progress regularly. They use this information to plan work that challenges all groups of students to make rapid progress.
- All staff set homework regularly and parents can monitor this online. All groups of students are effectively challenged through homework.
- The development of students' literacy and numeracy skills has a high profile across all subjects. Students are expected to write in full sentences, use grammar and punctuation correctly and maintain high standards in all of their writing and numeracy work.
- Teachers and teaching assistants work together to provide support that is well matched to the accurate assessment they make of students' abilities. This ensures that all students, including disabled students and those who have special educational needs and the most able, make excellent progress.
- Teachers' high expectations, combined with the whole-school approach to improving reading, have driven up standards in reading. Students make excellent progress and are developing a love of reading.

The achievement of pupils

is outstanding

- By the time students leave the school, at the end of Year 8, they have made exceptional progress in English, mathematics and science. Typically, students' attainment is broadly average by the end of Year 6. This was the case in 2014. The school's own data show that progress between entering the school and the end of Year 8 is outstanding. Students currently in Year 8 are working at levels that are on average a year ahead of those expected nationally for their age. Some students are almost two years ahead.
- Disadvantaged students make outstanding progress in reading, writing and mathematics. Their attainment in reading and writing by the end of Year 8 is even higher than that of their classmates, and they are on average a year ahead of where they should be. In 2014, the disadvantaged students in Year 6 were close to other students nationally in reading but two terms behind in mathematics and writing. They were a term behind other pupils in the school in mathematics, but at similar levels in reading and writing. This shows how well the gaps close during their time in school.
- Students' exceptional attitudes to learning contribute to the outstanding progress made by the time they leave at the end of Year 8.
- Any students in Year 6 and 7 who join the school with attainment below that expected for their age are helped to make accelerated progress. This is because the Year 7 'catch-up' funding is being used very effectively to provide additional staffing, small-group work and individual support.

- Achievement in other subjects is consistently at least good and often outstanding. The school's 2014 data show that students had made outstanding progress in geography, physical education, technology, history, religious education, French and music by the end of Year 8.
- The most able students achieve exceptionally well, particularly in English and mathematics. This is because these students are given outstanding opportunities to thrive, particularly through challenging additional activities to enrich their learning.
- Disabled students and those who have special educational needs also make exceptional progress. Excellent class teaching and additional teaching in small groups in the 'Hub', where they receive additional help, is complemented by individual support and guidance.
- Students' reading skills and their enjoyment of reading are promoted extremely well. Individual and class reading activities such as DEAR (Drop Everything and Read) sessions, a 'readathon' and library sessions enable students to develop confidence in reading and broaden their knowledge of different writing genres.

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	116956
Local authority	Worcestershire
Inspection number	456283

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

Type of school	Middle deemed secondary
School category	Community
Age range of pupils	10–13
Gender of pupils	Mixed
Number of pupils on the school roll	457
Appropriate authority	The governing body
Chair	Jude Rodrigues
Headteacher	Steven Charlton
Date of previous school inspection	25 January 2012
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