

Henbury School

Station Road, Henbury, Bristol, BS10 7QH

Inspection dates 20–21 May 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Leadership and management has improved to good levels. The headteacher provides determined leadership in this improving school. Supported by governors, she has taken decisive action to eradicate any inadequate teaching. Teaching is now good.
- The headteacher, governors, and senior leaders took robust action to address the areas for improvement identified in the last inspection. This has resulted in all groups of students achieving well.
- Subject leadership is strong. This means that teachers are held to account for the progress and achievement of students.
- This is a school in which all students are valued and, regardless of academic or physical ability, are integrated into all aspects of school life.
- Additional support for students with special educational needs, including those with significant learning difficulties, is well thought out and carefully matched to individual needs enabling them to achieve very well.
- Behaviour is typically good around the school and in lessons. Students feel safe, attend well, and are punctual to school.
- School leaders have strengthened the systems for checking and monitoring students' progress. Information from assessments is systematically used to identify students who are underachieving and to implement interventions to help them catch up.
- Child protection routines are exceptionally strong. Children at potential risk of harm are quickly identified and effective actions are taken to keep them safe.
- Governors have a very good understanding of the work of the school and the impact of leaders on driving forward improvements in teaching, behaviour, and achievement. They are ambitious for the school and provide effective challenge to sustain the rapid pace of school improvement.

It is not yet an outstanding school because

- Pastoral middle leaders do not yet ensure that staff implement the school's behaviour policy consistently and fairly.
- Highly effective practice is not shared effectively and the training for teachers is not yet fully effective in helping teaching move to outstanding levels.
- Teachers' guidance to students does not always enable them to make as much progress as they could.
- The work set for students does not always inspire them to achieve their best.

Information about this inspection

- Inspectors observed 20 lessons, 11 of which were jointly observed with members of the senior leadership team. Inspectors also made a number of shorter visits to lessons to observe students' attitudes towards learning and the work of teaching assistants in the classroom.
- Inspectors looked at students' written work to evaluate the impact of teachers' marking and guidance on students' progress, and to look at the presentation of students' work.
- Meetings were held with senior and middle leaders, members of staff, groups of students from each year group and representatives of the governing body.
- Inspectors scrutinised documents relating to other aspects of the school's work including the school's self-evaluation and development plan; information about students' current progress; records relating to students' behaviour and attendance; and samples of the information provided for governors.
- Inspectors also scrutinised the school's work to keep students safe and secure including safeguarding; risk assessments; and the procedures for child protection.
- Inspectors took account of the 37 responses from parents to the online questionnaire, Parent View, and of two letters from parents received during the inspection.
- Inspectors considered the 57 responses to the Ofsted staff questionnaire.

Inspection team

Caroline Dearden, Lead inspector	Additional Inspector
Ann Sydney	Additional Inspector
Steven Colledge	Additional Inspector
Nigel Clemens	Additional Inspector

Full report

Information about this school

- Henbury School is smaller than the average-sized secondary school.
- The numbers of students on roll in Years 8, 9 and 10 is small compared to the capacity of the school. A new Free School opened four years ago and this has created additional school places in the local area.
- There has been significant change in staffing over the last two years. Approximately one quarter of the teachers have changed since the last inspection.
- The majority of students are White British.
- The proportion of students known to be eligible for the pupil premium is over twice the national average. The pupil premium is additional funding for students who are eligible for free school meals or who are in local authority care.
- The proportion of disabled students and those with special educational needs is above the national average.
- The school has a specialist resource provision for 35 students with moderate learning difficulties, including Down's syndrome, hearing impairment and Autistic Spectrum Disorders (ASD).
- A small number of Key Stage 4 students attend alternative education off-site. This is either catering at Square Food Foundation or construction at Rock Steady.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Improve the training of pastoral middle leaders so that they ensure the school's behaviour policy is fairly and consistently implemented by all staff.
- Further improve the quality of teaching by helping staff identify and share those features that can help improve their students' learning to outstanding levels.
- Further accelerate students' progress by ensuring that:
 - all teachers provide guidance to students that makes them think in different ways about what they are learning
 - set work that consistently inspires students to find out more about what they are learning to raise their achievement further.

Inspection judgements

The leadership and management are good

- The headteacher provides determined leadership for this rapidly improving school. She has been supported by governors to take strong and decisive action to eradicate any teaching that was inadequate. Recent recruitment has ensured that the school will be fully staffed by specialist teachers from September 2015. Teaching is now typically good across the school.
- The headteacher and governors have implemented a robust and fair system for managing the necessary reduction in staffing caused by the falling roll. However, very effective features of teaching are not yet coherently and routinely shared, and not all training is effective in helping teachers improve their practice.
- The school's ethos of 'ambition, respect, and creativity' is well embedded across all aspects of the school's work and this ensures that equality of opportunity is promoted well. Parents agree that the school provides well for their children.
- School leaders have a very strong moral purpose. This underpinned the decision to resource and staff the Resource Base. All of these students enter the school with extremely low prior attainment and this has significant impact on the overall proportion of students attaining grades A* to C in their GCSEs.
- The school has made very good use of support from the local authority and external consultants to check the school's actions to improve. Self-evaluation is therefore robust, thorough and accurately identifies the priorities for further development.
- Teachers' performance is well led and managed. Robust arrangements are in place to check the quality of teaching on a day-to-day basis and to link to tracking and monitoring students' progress. Teachers know they are responsible for the standards achieved by the students in their classes.
- Subject middle leaders contribute well to the rapid pace of school improvement. They use information well to track students' progress and to evaluate the performance of their departments. Consequently, teaching and students' achievement have improved since the last inspection.
- Pastoral leaders check students' attendance and punctuality. They also regularly check that students have the right equipment for lessons. This work is helping to develop good learning habits; attendance has improved since the last inspection and fixed-term exclusions are very low. However, pastoral leaders do not yet take charge of the day-to-day management of students' behaviour. Consequently, some students perceive that the school's behaviour policy is not fairly or consistently implemented by all staff.
- The leadership of the provision for disabled students and those who have special educational needs is excellent and ensures that these students, regardless of their needs, are supported very well to enjoy their learning in a range of mainstream lessons and to make good progress.
- The curriculum is broad and balanced and is regularly reviewed and refined to meet the needs of all students. Time allocations for subjects have been reviewed; additional time has been allocated for English and mathematics in Key Stage 4 and this is leading to rapid improvements in students' progress in these subjects.
- The school's 'Aimed Project' is for carefully selected students who would benefit from a work-related curriculum, which includes a range of other courses such as the Duke of Edinburgh's Award. These courses help them to develop the skills they need for their future lives. From September 2015, the range of subjects will be further refined to enable all students to study seven approved qualifications.
- The additional funding for disadvantaged students is used to improve students' learning habits and to improve communication with parents. Additional support for disadvantaged students includes personalised careers guidance and help to secure post-16 education as well as small-group work to address underachievement in English and mathematics. The gaps between the progress of disadvantaged students and others in the school are closing rapidly.
- Impartial careers guidance is provided for students from Year 8 to Year 11. Students also benefit through work experience placements, visits to sixth form centres, universities and an annual careers fair. Students make well-informed choices about their GCSE options and about their futures. The school careers co-ordinator continues to monitor students when they leave the school. As a result, the number not in sustained education, employment or training is low.
- Provision for students' spiritual, moral, social and cultural development is very strong. The personal development curriculum and religious education lessons provide a wide range of opportunities for students to learn about different faiths and cultures and to debate moral issues. The extensive range of extra-curricular activities contributes very effectively to the promotion of equal opportunities and enables all students to pursue a love of learning beyond the classroom.
- Students are prepared well for life in modern Britain. This includes understanding of the rule of democracy and the value of free speech. The recent mock election taught students about the importance of voting.

- Discrimination of any kind is not tolerated in the school and students are clear about the consequences of using racist or homophobic language. They also understand that they may have to face up to the impact of any discriminatory language they may use towards others.
- The school checks carefully on students attending part of their education off-site. They register at the school and are taken from school to their placement on the school minibus. School staff remain with the students when they are off-site.
- Safeguarding arrangements, including the checks made when appointing new staff, are effective and meet statutory requirements. The leadership of child protection is outstanding. Students who are potentially at risk of harm are quickly and accurately identified. Additional support and involvement of outside agencies helps to keep these students safe.
- **The governance of the school:**
 - The governance of the school is effective. Governors have a wide range of skills and professional expertise, which they use to hold leaders stringently to account for the work of the school. The reports provided for governors are detailed and underpinned by information about students' progress and achievement. This enables governors to ask searching questions of school leaders and to ensure that the rapid improvements are sustained.
 - Governors have a very good understanding about the link between the quality of teaching and outcomes for students. Performance management procedures are rigorously overseen and pay increases are only awarded when students' achievement is good. Governors have taken effective action to ensure that the headteacher's impact is precisely matched to the school's development priorities. They have also provided very effective support for the headteacher when difficult decisions about staffing have been necessary.
 - Governors ensure that the school's finances are prudently managed. The school has a small surplus budget and this means that work to make the site safe, secure and conducive to learning is ongoing and that the appointment of well-qualified and experienced staff is possible. Governors also rigorously oversee the spending of the pupil premium and know that it is being used to good effect to improve students' learning habits and to accelerate the progress of those who are disadvantaged.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of students is good. The majority of students have positive attitudes towards learning across a range of subjects. They especially enjoy subjects such as English where the work set is inspiring and motivates students to find out more about what they are learning.
- Low-level disruption seldom happens. However, some students have experienced disruption to their learning when non-specialist or temporary staff have taken lessons.
- Responses to Parent View indicate that almost all parents believe their children to be happy at school and the great majority believe that behaviour is consistently good. This view is shared by most staff.
- Peer mentors act as positive role models and many students provide support and help for those with learning difficulties. For example, in the 'stepping stones' activity, able-bodied students help those with Down's syndrome to develop their gross and fine motor skills.
- Since the last inspection, attendance has improved and is now broadly average. Punctuality has improved dramatically and very few students are now late for school. They arrive to lessons on time and have the necessary equipment to make a prompt start to learning.
- The rate of exclusions has fallen and is very low. This is because the school has implemented a range of effective strategies to sanction poor behaviour while also keeping students engaged in learning.
- Students understand the principles underpinning the school's behaviour policy and welcome the opportunities for them to be rewarded for positive or caring behaviour. However, the wording of the policy means that not all guidance is sufficiently precise and this leads to some students' perception that the policy is sometimes inconsistently or unfairly implemented. Pastoral middle leaders do not yet routinely monitor the day-to-day implementation of the policy.
- The behaviour, attendance and safety of students who attend part of their education off-site are routinely monitored because staff accompany students on their placements.

Safety

- The school's work to keep students safe and secure is good.
- All students spoken to during the inspection said that they feel safe when at school. Almost all parents

who responded to Parent View believe that their children are safe at school.

- Students are taught how to keep themselves safe when using the internet or social media and about the risks associated with substance misuse and sexual activity. There are also a range of opportunities for students to talk to health care professionals and for girls to meet together with specialist staff.
- Bullying is uncommon and rare in older year groups. When it does occur, students are confident that staff have the necessary skills to resolve issues quickly and competently. All students spoken to know who to go to if they have any concerns or worries; this includes reporting incidents when they believe their peers to be at risk of harm.
- Racist and homophobic behaviour are not tolerated and any incidents are quickly addressed through sanctions such as detentions or support for students who do not understand the meaning of the words they use or when incidents are associated with some students' immaturity.
- Key staff have been trained to recognise the signs of female genital mutilation, child sexual exploitation, or domestic abuse. This means that any child at potential risk of harm is quickly identified and effective measures to keep them safe are swiftly implemented.

The quality of teaching is good

- The quality of teaching has improved since the last inspection and is now typically good. Consequently, students make good progress in a wide range of subjects and achievement for all groups of students is improving.
- The targets set for students' achievement are ambitious and this means that teachers have high expectations of students. The relationships between teachers and students are built on mutual respect and therefore students trust their teachers to help them to achieve well.
- In most cases, teachers plan work that is well matched to students' needs. Where this is most effective, for example as seen in a Year 7 English lesson in which students created scripts written in Shakespearian language, students are highly enthusiastic and inspired to find out more about what they are learning. However, sometimes, when lessons are taken by temporary or non-specialist staff, the work set does not provide suitable challenge and this can lead to students becoming disinterested or in slowing their progress.
- Teachers use a variety of effective ways to find out if students have fully understood what they are learning. One of these was seen when teachers used students' responses to show others how the correct answers are worked out and to consolidate understanding. This helps to accelerate progress for all groups of students.
- The teaching of literacy, reading and mathematics is well established across the school. Inspectors observed students developing their numeracy skills through the 'maths across the curriculum' initiative and enjoying reading through the daily 'drop everything and read' initiative.
- During lessons, teaching assistants provide skilful support for students with additional needs. This helps them to engage with, and enjoy, their learning.
- Teachers' marking has been improved since the last inspection. All marking is frequent and regular. Most guidance clearly shows students how they can improve their work. However, some guidance does not help students to think in different ways about what they are learning and therefore some students use the advice provided to correct their work rather than to extend or improve it.

The achievement of pupils is good

- Students join the school with starting points that are much lower than average. The proportion of students in each year group with very low prior attainment is almost twice that of schools nationally. Students now make good progress in most subjects because the quality of teaching has improved and because they receive carefully planned and high-quality support.
- In 2014, the proportion of students attaining five or more GCSEs at grades A* to C was lower than the national average. Inspection evidence clearly indicates that students' attainment in 2015 tests is set to rise. This reflects subject and senior leaders' timely intervention to remedy underachievement and demonstrates students' good progress from their starting points.
- Students in the Resource Base receive highly effective specialist support, which ensures that they make rapid gains in their literacy and numeracy skills and enables them to participate in carefully selected mainstream lessons. These students are highly successful in the range of courses they study; all develop the skills, independence and resilience necessary for their future lives.

- Students with disabilities or special educational needs make good progress. This is because help and support are used skilfully to overcome barriers to learning.
- The school's intake includes very few of the most-able students. The curriculum has been refined to include subjects, such as triple science, that are academically challenging. In 2015, all most-able students are likely to make at least good progress in English and mathematics and to attain grades A* to C in all subjects.
- In 2014, the attainment of disadvantaged students was lower than that of other students in the school by two thirds of a grade in both English and mathematics. Compared with other students nationally, the gap was one third of a grade in English and one sixth of a grade in mathematics. These students now make the same good progress in English and mathematics as others in the school. This is because the additional funding is effectively developing positive learning habits and additional help to address any misunderstanding or underachievement.
- The small number of students who attend off-site alternative provision enjoy their learning, make good progress, and achieve well. Almost all these students move on to accredited apprenticeships or work-related courses at college.
- The school does not enter students early for examinations. This does not limit the achievement of any group of students, including the most able.

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	138217
Local authority	Bristol City of
Inspection number	462511

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

Type of school	Secondary
School category	Academy converter
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	563
Appropriate authority	The governing body
Chair	Carew Reynell
Headteacher	Clare Bradford
Date of previous school inspection	5–6 June 2013
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