

# Bridgnorth Endowed School

Northgate, Bridgnorth, Shropshire WV16 4ER

<b>Inspection dates</b>	15–16 March 2016
<b>Overall effectiveness</b>	<b>Requires improvement</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Achievement in 2015 was below the national average for five GCSE grades at C or above, including in English and mathematics. However, this year, rates of progress are improving in English and mathematics in all year groups.
- Whilst gaps in progress between disadvantaged pupils and others in the school are closing, particularly in Years 7 to 9, this is not consistent across year groups and subjects. Gaps are closing more slowly in Years 10 and 11.
- Teaching has improved significantly since the last inspection. However, over time and particularly in English, teaching has not been consistently good enough to ensure that all pupils make the progress they should from their different starting points. This is particularly the case for the most-able pupils.
- Some teachers do not have a clear understanding of the difference between more work and harder work when planning challenge for the most able.
- The accuracy of assessment in Years 7 to 9, using the very new approach, is not consistent across all subjects.

### The school has the following strengths

- Leadership at all levels, including governance, has improved significantly. There is now good capacity to drive further improvement because leaders have a clear and accurate view of the school's performance. Appropriate plans are in place to tackle those areas requiring further improvement, including performance in English.
- Pupils with special educational needs or disability make good progress from their starting points in all year groups and all subjects.
- Pupils are proud of their school and behave well. They show respect for staff and are keen to help and support one another. They know how to keep themselves safe in a range of situations.
- Strong leadership in the sixth form means that learners are now making good progress in nearly all subjects and are well supported to develop personal and employability skills.
- The school's work to improve literacy has had a positive impact. Pupils are making better progress as a result.

## Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

### What does the school need to do to improve further?

- Further improve teaching, particularly in English, so that it is consistently good or better by:
  - ensuring that teachers' planning for challenging the most able takes into account what they already know and can do so that work set accelerates their progress
  - ensuring that assessment in all subjects is accurate and leads to clear, specific advice for improvement
  - developing strategies for questioning that requires pupils to think hard and to develop their ideas and responses further.
  
- Continue to improve the progress that all pupils make, including disadvantaged pupils, especially in English, by ensuring that:
  - the new assessment systems and processes enable teachers to identify accurately where there are gaps in pupils' knowledge and understanding so that these are addressed consistently
  - the good practice developed to accelerate the progress of those with special educational needs or disability is mirrored for other pupils who need to catch up, including disadvantaged pupils, and hence raise attainment further.

## Inspection judgements

### Effectiveness of leadership and management is good

- The reorganised and reinvigorated leadership team has acted decisively to tackle the weaknesses in the school. Its members have raised expectations substantially, communicated these effectively, and provided the systems and processes to ensure continued improvement.
- The headteacher and senior leaders are now crystal clear about where further improvement is required. A rigorous review of what has been achieved so far and what still needs to be done has been carried out so that key priorities and actions are communicated effectively. As a result, all staff are actively involved in striving to achieve the ambitious targets set for pupils' progress. The impact of this can be seen in the improving rates of progress.
- The skills of middle leaders have been successfully developed since the last inspection. As a result, there are now clear expectations of their role in monitoring the quality of teaching and learning in their areas of responsibility and in taking action when this falls short of requirements. The introduction of 'Know your Team' has been effective in ensuring that middle leaders have a clear view of the strengths and weaknesses in their departments and that subject teachers have the opportunity to identify where things could improve further.
- Sixth-form leadership is effective because the leader now works closely with subject leaders, checks the quality of teaching and learning regularly and ensures that underperformance is tackled rapidly.
- Leaders have ensured that there is a carefully designed and coherent programme of professional development in the school, based on regular audits of individuals' needs as well as on whole-school priorities, which is an integral part of the effective performance management process. Teachers appreciate the support they receive from leaders and teaching coaches, and say that they now have frequent opportunities to share good practice, leading to improvement in pupils' progress.
- Additional funding is now used and evaluated much more effectively. For instance, the implementation of a reading programme has had a very positive impact on improving pupils' reading skills and fluency in Years 7 and 8. Leaders recognise that the good practice in this area now needs to be replicated for other groups.
- Following the review of pupil premium funding, leaders quickly put in place a comprehensive action plan to tackle weaknesses. Further, the impact of the wide range of additional support provided for disadvantaged pupils is now tracked carefully. Leaders are increasingly able to identify where support has the most impact and to use this to plan further improvement. As a result, rates of progress for this group are improving, although this is not yet consistent across year groups and subjects.
- The curriculum has been redesigned to meet the requirement of recent changes to qualifications and content. Pathways have been carefully developed to ensure that pupils' needs, interests and abilities are taken into account. All pupils study a suitably broad range of subjects, including creative subjects, from Year 7. A good range of subjects is offered at Key Stages 4 and 5. The provision for those with special educational needs or disability is extremely effective.
- The school provides a wide range of extra-curricular activities, including clubs for homework, sport, drama and dance, catch-up clinics, and sporting events and competitions. Many pupils are also able to get involved in overseas business projects and charitable activities. Pupils were enthusiastic about the opportunities provided and said that there was something interesting to do every weeknight after school. Inspectors noted the impact on pupils' personal development and breadth of interests.
- Pupils are prepared well for life in modern Britain. Spiritual, moral, social and cultural development is a strength throughout the school and pupils demonstrate respect and tolerance for other beliefs and cultures as well as for equality and diversity. They are very clear that being different is not a problem in their school and say that teachers and leaders will not tolerate any discriminatory behaviour.
- School leaders have developed an effective programme for independent careers advice and guidance. Regular careers fairs are held, which are well attended by businesses and universities, alongside curriculum time for each year group to focus on next steps. Individual interviews for disadvantaged pupils and those with special educational needs or disability ensure that these groups of pupils have the guidance they need to make the appropriate choices that meet their needs. As a result, pupils and sixth-form learners say that they feel well prepared for the next stage of their lives.
- Effective external support commissioned from a national leader of education has enabled the leadership team to build both skills and capacity. Consequently, they are well placed to sustain the current gains and drive further improvement.

- Safeguarding is a priority in the school. The leader responsible for safeguarding is knowledgeable and works well with a range of external agencies to ensure that pupils at risk are identified quickly and supported effectively. Training for all staff is regularly updated. Induction for new staff ensures that all know what to do if they have a concern about a pupil. It also ensures that all staff in the school are well informed about risks associated with radicalisation and extremism. As a result, pupils could speak with confidence about this area of safeguarding.
  - The school's website meets requirements.
  - Even though rates of progress are improving in English, leaders are aware that further work is required to secure good teaching as the norm in this subject in order to eradicate inconsistent outcomes for different groups of pupils.
  - Recently, leaders have developed an assessment system to underpin the new curriculum model. This is in its early days and teachers are still familiarising themselves with it. However, some subject areas are using the system more effectively and accurately than others. As a result, where accuracy is not consistent, information about pupils' progress cannot be relied upon.
- **The governance of the school**
- The governing body is now an integral part of the school improvement process. Governors have worked hard to ensure that they have the skills and experience that enable them to take an independent view of information presented by school leaders. The reorganisation of committees to ensure a sharp focus on key priorities is bearing fruit. Governors now know the school's strengths and weaknesses well. Minutes of meetings show that they ensure information is presented regularly and in a suitable format. Challenge is appropriate and leads to agreed actions, which are followed up in subsequent meetings.
  - Governors know how additional funding is spent and are aware of its impact on closing gaps. They have a good understanding of pay progression and oversee this appropriately.
- The arrangements for safeguarding are effective.

### Quality of teaching, learning and assessment requires improvement

- Teaching requires improvement because, over time, it has not had the required impact of enabling all groups of pupils to make at least good progress. This is particularly the case for disadvantaged pupils in English.
- All teachers follow the school's policies for marking and planning, including routinely planning for challenging the most able. However, there is not yet a consistent understanding of the difference between more work and harder work. As a result, too often, and despite improvements, the most-able pupils are not making the progress they could from their starting points.
- In English, the approach to assessment is more complex than in other subjects and some teachers are struggling to apply it accurately. In some cases, this is having a negative impact on the advice they are giving to pupils about how to improve because their assessment of where pupils are is not as accurate as it should be.
- In some lessons, including in English, questioning is used well to help pupils to extend and develop their understanding. However, too often this is not the case because teachers are not developing strategies to ensure that pupils are challenged to explain fully and develop their responses.
- All teachers in the school have good subject knowledge and know their pupils' interests and what motivates them. Many use this to plan interesting activities that engage pupils in their learning. For instance, in a physical education lesson, the focus on improving fitness and well-being through games and activities enthused pupils so that they made good progress in improving their skills.
- In most lessons, inspectors noted that pupils were supported well to develop the skills required for different ways of working for different purposes. In nearly all instances, inspectors noted that pupils were able to work effectively in a range of situations, including collaboratively, in pairs or groups, and individually. For instance, in a Year 12 health and education lesson, learners had collaborated to design a campaign, taken responsibility for an aspect of independent research, then shared this in their groups to plan the next stage.

- The work done through the 'intervention group' enables the heads of English and mathematics to work with the special needs coordinator. This has ensured that teachers are well equipped with a range of strategies and resources to support pupils with special educational needs or disability. For instance, teaching assistants are well trained and deployed effectively and the special educational needs coordinator provides high-quality training for all subject staff. As a result, this group of pupils make good progress across the curriculum.
- All teachers take responsibility for supporting pupils' literacy in their subject areas and during form time. The daily reading sessions, supported by teachers modelling their own reading habits, have improved pupils' engagement with literature so that many speak of reading with enjoyment.

## Personal development, behaviour and welfare

is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils and sixth-form learners in the school are confident and self-assured. They know what is required to be a successful learner and the vast majority want to learn. The few pupils who struggle to meet the school's expectations are actively discouraged from poor behaviour by others.
- Pupils have a good understanding of how to stay safe. They speak with assurance about online risks, how to avoid them and what to do if they are worried about anything. They say that keeping safe is a regular theme within their core studies lessons. They are clear about what constitutes radicalisation and extremism, the risks these pose and where they should go for advice.
- Pupils are adamant that there is very little, if any, bullying in the school. They say that it is not tolerated and are very confident that it will be dealt with if it occurs. They say that their teachers care about them and that they can go to them with any problems and expect to receive support. Inspectors noted the good relationships between staff and pupils, as a result.

### Behaviour

- The behaviour of pupils is good. Leaders have reviewed the school's behaviour policy and increased the focus on rewarding good behaviour. Pupils appreciate the shift in emphasis and its positive impact can be seen in the substantial reduction of behaviour incidents recorded this year.
- Pupils conduct themselves well around the school at different times of the day. They are polite to visitors and are keen to demonstrate their pride in their school. As a result, the school is calm and orderly.
- Pupils get on well with each other. Inspectors saw examples of them helping others who were having difficulties.
- Sixth-form learners provide good role models for younger pupils and are actively involved with tutor groups and a range of extra-curricular activities.
- Overall attendance has improved and the school has exceeded its target as a result of the rigorous monitoring now in place that leads to additional help and support for those pupils who need it. The drive to improve the attendance of particular groups of pupils has also been successful. For instance, although previously an area of concern, the attendance of pupils with special educational needs or disability is now higher than for others in the school in all year groups.

## Outcomes for pupils

require improvement

- Pupils enter the school with skills that are broadly average or above average for their age. However, last year, pupils in Year 11 made less progress than that found nationally in English. Consequently, attainment of five good GCSE grades including English and mathematics was below the national average and well below the expectations of leaders.
- School information suggests that rates of progress for the current Year 11 have improved in most subjects. However, in English, the gap between disadvantaged learners and others in the school is still too large at this point in the academic year, despite the gains made as a result of additional support for these learners.

- In previous years, the most-able pupils have not made the progress they should. Indications this year are that progress for this group is improving, along with that of others, and the current Year 11 should be at least in line with national averages. As a result, the school is expecting a higher proportion of A\* and A grades than has previously been the case. Similarly, monitoring suggests that the upward trajectory for A-level results will continue and that this year, a higher proportion of learners should achieve A\* to B grades.
- Progress is improving in all subjects for all pupils in Years 7 to 9. This is because the increased rigour of monitoring is enabling leaders to identify much more quickly pupils who are at risk of falling behind. Moreover, leaders are using assessment information to pinpoint patterns of underachievement within particular groups of pupils. As a result, pupils are better prepared for the next stages in their lives.
- Gaps between disadvantaged pupils and others in Key Stage 3 are reducing more quickly than for older pupils, although this is not yet consistent across subjects and year groups. For instance, in Year 9, disadvantaged pupils are making better progress in mathematics than others in the year group but not as well as others in English. Conversely, in Year 7, disadvantaged pupils are making similar progress to other pupils in English, but not as much as others in mathematics.
- Provision for pupils with special educational needs or disability has improved significantly since the last inspection. The progress these pupils make in all subjects and year groups is now good. The introduction of an intervention group has been very successful in ensuring the needs of these pupils are rapidly identified and addressed through carefully targeted help and effective use of resources.

### 16 to 19 study programmes

### are good

- The sixth form is led well. As a result, achievement, in both academic and vocational studies, has improved significantly since the last inspection. Typically, learners now make good progress in almost all subjects, particularly in vocational qualifications and the extended project qualification.
- The sixth-form leader has a very accurate view of the strengths and areas for development for the sixth form because systems to monitor the quality of teaching and learners' progress are rigorous, ensuring rapid action where underperformance is identified. Pastoral support is effective and learners say that they are encouraged to do the best they can, but that if they are having problems they are confident they will get the help they need.
- Study programmes are well planned to meet the needs and aptitudes of learners. The school provides a broad range of academic and vocational subjects to choose from and additional options, such as the highly successful extended project, to challenge the most able. All learners take part in work experience in Year 12 and many undertake additional work-related activities to enhance their preparedness for the next stage in their lives. For instance, a sixth-form learner is also a learning assistant for the physical education department. The proportion of learners who complete their courses is in line with or above the national average.
- All learners are encouraged to undertake additional roles and responsibilities within the school and beyond. Many run extra-curricular activities and act as mentors for younger pupils, providing good role models.
- Careers advice in the sixth form is good. Learners say that they feel well supported in making their choices and that they are well informed about what is available to them, including apprenticeships, and what they need to achieve in order to access their chosen pathways. As a result, the proportion of learners who continue to sustained employment or training is higher than is the case nationally. Similarly, the proportion of learners continuing to university, including leading universities, is higher than that found nationally.
- Teaching is consistently good in the sixth form. Teachers know the learners well and plan learning to meet their needs and abilities. For instance, in a Year 12 psychology lesson, questioning was used very effectively to check learners' understanding. The teacher was then able to remodel the concept being taught to support those who were struggling. As a result, learners made good progress in developing their responses to a complex theory.
- All learners who enter the sixth form without a GCSE grade C in English or mathematics follow a course of study to help them towards achieving a C grade over the course of the year, with several opportunities to take the examination. At this point in the academic year, 62% have now achieved a C grade or above in English and 50% in mathematics. The school expects that this figure will increase to at least 80% by the end of the academic year. This represents substantial improvement compared with previous years.

- In a small number of subjects, learners do not make good progress from their starting points. The sixth-form leader is taking appropriate action to tackle underperformance in these areas, but it is too soon to judge impact.



## School details

<b>Unique reference number</b>	139143
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10008301

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in 16 to 19 study programmes</b>	Mixed
<b>Number of pupils on the school roll</b>	831
<b>Number on roll in 16 to 19 study programmes</b>	92
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Freathy
<b>Headteacher in charge</b>	Philip Loveday
<b>Telephone number</b>	01746 6762103
<b>Website</b>	<a href="http://www.bridgnorthendowed.co.uk">www.bridgnorthendowed.co.uk</a>
<b>Email address</b>	<a href="mailto:admin@bridgnorthendowed.co.uk">admin@bridgnorthendowed.co.uk</a>
<b>Date of previous inspection</b>	22 October 2014

## Information about this school

- Bridgnorth Endowed School converted to academy status on 1 March 2013. The school is not part of a trust.
- The school is slightly smaller in size than the average secondary school and has a sixth form.
- The vast majority of pupils are of White British heritage. A very small number are from minority ethnic backgrounds and none speaks English as an additional language.
- The proportion of pupils eligible for pupil premium funding, which is additional funding provided by the government for pupils who are looked after by the local authority and those known to be eligible for free school meals, is far lower than that found nationally.
- The proportion of pupils with special educational needs or disability is broadly average.
- There are currently no pupils who are educated off site.
- The school meets the government's current floor standards for 2015, which set the minimum expectations for pupils' attainment by the end of Key Stage 4.
- The school has commissioned support from a national leader of education, who is the headteacher of Heybridge School and from Telford and Wrekin local authority.



## Information about this inspection

- Inspectors observed 27 lessons, including two that were observed jointly with senior leaders. Inspectors also made a number of shorter visits to the form-time sessions and the school's inclusion centre.
- Inspectors observed pupils' behaviour around the school and at different times of the day and visited an assembly.
- Inspectors scrutinised the school's documentation, including information about pupils' progress, examination results, a range of policies, including those for safeguarding and improvement plans, and the school's self-evaluation.
- Meetings were held with the headteacher and other senior leaders, middle leaders, subject teachers, pupils and the Chair of the Governing Body.
- Inspectors considered the views of 123 parents and carers who responded to Parent View, the online questionnaire, and those of the 453 parents that were collected by school leaders.

## Inspection team

Mel Ford, lead inspector

Michael Onyon

Adele Mills

Her Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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