

# Bradley Stoke Community School

Fiddlers Wood Lane, Bradley Stoke, Bristol BS32 9BS

## Inspection dates

15–16 May 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
16 to 19 study programmes	<b>Good</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is a good school

- Leaders at all levels have taken highly effective action to improve the school since the previous inspection. They have ensured that the school has made significant improvements to leadership and management and pupils' behaviour.
- Leaders and governors have ensured that pupils experience a highly effective, broad and balanced curriculum. They have further enhanced pupils' experiences and learning. Pupils benefit from a wide range of enrichment and extra-curricular activities that develop their talents and interests.
- Pupils in the primary phase achieve well in phonics. Outcomes at the end of Year 1 are well above the national average.
- Pupils' progress and attainment in the secondary phase are above the national average across a range of measures.
- The progress made by students in the sixth form has improved over the last three years. The progress of students currently on academic programmes is above that made by students nationally. Those students who undertake applied courses make progress that is significantly higher than that made by other students nationally.
- In the early years foundation stage, children make good progress from their starting points.
- Leaders' actions to support the learning of disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities are very effective. This enables these pupils to make good progress.
- Leaders have established strong collaborative partnerships with other professionals. A strong culture of continuous improvement is evident across the school.
- Systems recently introduced by leaders continue to impact on improving the quality of teaching, learning and assessment. Only minor variations between subjects remain.
- The school's work to strengthen and promote pupils' personal development, behaviour and well-being is outstanding.
- The school's work to support and guide pupils in their choices about, and preparation for, the next stage of their learning or employment is effective.

## **Full report**

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

- Leaders should raise achievement further by:
  - ensuring that the progress made by students on academic courses in the sixth form matches that made by students on applied courses
  - ensuring that recently introduced developments in teaching and learning are applied consistently across a range of subjects.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- Leaders have worked tirelessly over the last three years to create a culture of continuous improvement at the school. Staff have responded positively to leaders' actions. The quality of leadership and management and pupils' personal development, behaviour and welfare have improved markedly since the time of the previous inspection.
- Leaders' decisive action to improve those areas where teaching and outcomes have not been good enough are proving effective. For example, development programmes in modern languages and music have resulted in strong improvements in the progress made by pupils. Only minor variations remain between some subjects.
- Leaders have put in place highly effective systems for checking the quality of teaching and monitoring the progress that pupils make. As a result, they have an in-depth knowledge of the school's strengths and weaknesses and a clear vision for the next stage of the school's development.
- Leaders have ensured that teachers are involved in the school's systems to monitor the quality of teaching. Teachers reported that their involvement in the process has made it more effective. Consequently, leaders, including subject leaders, have a secure knowledge of the strengths and weaknesses of teaching in the school.
- The leaders' professional development programme enables teachers to work together across subjects. Personalised training programmes are based on the school's highly accurate self-evaluation. Teachers recognise and value this professional development.
- Staff reported that they are proud to work at the school. They are highly motivated and feel trusted to innovate and develop their practice in ways that are right for their pupils. They reported that the school's improvement work and their professional development have not been achieved at the expense of their well-being. One member of staff typically said, 'Leaders have a real understanding of how new policies and procedures can impact on staff, and they have made a real effort to minimise the effect of any changes.'
- Leaders have a highly accurate system to check the progress that pupils are making. As a result, leaders intervene quickly when pupils are not making the progress of which they are capable. Leaders and staff work well together so that interventions are appropriate and well matched to each pupil's needs and capabilities.
- Leaders' use of additional funds to support disadvantaged pupils has had a significantly positive impact on the progress that these pupils make compared to their peers. Most pupils who have SEN and/or disabilities make good progress. The use of Year 7 catch-up funding is planned well. Most of these pupils are working at the same level as their peers by the end of the summer term.
- Leaders have developed a highly effective, broad and balanced curriculum. The key stage 3 curriculum gives pupils access to a rich range of subjects, including creative and expressive subjects. In key stage 4, the organisation of options enables pupils to maintain a considerable breadth in their studies. Some pupils access courses at a local

college, which are considered more appropriate for their specific needs and aspirations.

- In the primary phase, the well-organised forest school supplements the varied curriculum effectively. Leaders have taken advantage of the school's age range by bringing secondary specialists into the primary phase to provide support in art and physical education (PE). This is supporting pupils effectively to develop skills, knowledge and experience in a range of subjects.
- The quality of careers education, advice and guidance is a strength of the school. Pupils reported that they feel very well supported in making choices at key points in their education. They value the range of industry and commerce representatives who come to speak to them about careers. They have excellent information about local providers at the end of Year 11. Well-planned work experience programmes give pupils a strong grounding in employability skills.
- Pupils develop strong spiritual, moral, social and cultural understanding through well-planned personal, social, health and economic education (PSHEE). This is enhanced further through culture, religion and society lessons and a range of engaging assemblies. As a result, pupils are able to explore and debate a range of issues to develop their cultural and global understanding further.
- Leaders have created a culture where intolerance is not accepted. Pupils described a tolerant and supportive environment where there is respect for each other.

## **Governance of the school**

- Governors know the school's strengths and weaknesses extremely well; they demonstrate an in-depth and detailed knowledge of the work that leaders do to bring about further development.
- Because of their detailed knowledge, governors challenge and hold leaders to account very effectively. They use visits to test out what leaders tell them about the school. As a result, they are able to establish whether their strategic objectives in the school improvement plan are having impact.
- Governors work closely with leaders and the trust to ensure that limited resources are used in the best way to benefit pupils. They have considered the wider impact of difficult decisions extremely carefully to ensure that the school continues to improve rapidly.
- The school contributes well to the work of the trust and the local partnership of schools and colleges. The trust and governors have ensured that the school's leadership capacity continues to grow, and they can access the range of subject specialists within the trust as needed.

## **Safeguarding**

- The arrangements for safeguarding are effective. Systems for checking staff, visitors and contractors are robust. Regular training keeps staff up to date with safeguarding matters. All staff have a thorough knowledge of the school's procedures.
- Those with responsibility for safeguarding work well with local agencies. They

demonstrate initiative and persistence to secure additional support when responses from external agencies are slow.

- Pupils know how to keep themselves safe, including when online. They said that they know to whom they can go in school to report any concerns they have.

## Quality of teaching, learning and assessment

**Good**

- Leaders' effective actions continue to improve the quality of teaching, learning and assessment across a range of subjects. Training, support from the trust and effective self-evaluation are used well to support teachers to improve further. As a result, only minor variations in the quality of teaching between subjects exist.
- Teachers use their subject knowledge well to plan for pupils' learning. Teachers use skilful questioning to identify misconceptions, and to secure understanding and pupils' subject-specific vocabulary. Teachers expect extended and detailed answers. As a result, pupils demonstrate their knowledge and understanding confidently in most subjects.
- Where the quality of teaching is highly effective, pupils have a clear idea of expected standards, achieve well and make good progress. However, inconsistencies in teaching in some subjects remain.
- Teachers support pupils to prepare themselves effectively for learning. Pupils reported that they find 'knowledge organisers' very helpful, particularly in key stage 4.
- Teachers plan the progression of knowledge and skills that they want pupils to develop over time effectively. As a result, pupils make strong progress towards their GCSEs. This prepares them well for their sixth-form courses.
- Most teachers give pupils feedback in line with the school's policy. When given, pupils use this feedback to improve their work. For example, in English, pupils respond in detail to teachers' comments by redrafting and editing their work. In mathematics, pupils use detailed feedback on each test question from their teachers to identify where their knowledge is less secure. Teachers give them time to practise and master these areas before they move on. Pupils reported that they find the feedback that they receive from their teachers effective in helping them to improve their work.
- Teachers use questioning skilfully in mathematics in the primary phase to check pupils' conceptual and procedural understanding. As a result, teachers plan the next stage of learning well. Pupils develop their reasoning skills well when they are expected to explain and prove their answers fully. However, on occasion, teaching does not sufficiently extend the most able pupils.
- Teachers have high expectations of pupils. This is particularly the case in the teaching of phonics. As a result, pupils become confident in decoding the sounds that letters make and develop their knowledge of the alphabet code well. This contributes well to pupils' progress in reading over time.
- Teachers in the primary phase make good use of the forest school, which provides a rich learning environment for pupils. Teachers develop a curiosity and enthusiasm in pupils about their environment. They instil strong skills of self-control and risk

awareness.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders have created a culture where pupils are tolerant, respectful and appreciative of differences. In lessons and assemblies, pupils' responses demonstrate their highly developed understanding of cultural and social differences.
- These same activities contribute significantly to pupils' understanding of fundamental British values. They learn about and debate democracy, law and moral values in depth and develop their opinions in a safe atmosphere.
- Pupils reported that they feel safe in school. They display, at a level appropriate to their age, a strong understanding of how to keep themselves very safe, including online and outside of school.
- Pupils feel that school leaders work hard to ensure their well-being. There is a strong focus on supporting pupils' mental well-being. For example, in the mental well-being ambassadors' programme, older pupils are trained to support younger peers and steer them to appropriate help.
- Pupils serve as peer mentors and anti-bullying 'ambassadors'. Pupils reported that there are very few instances of bullying and when they do occur, they are dealt with well by staff.
- Pupils in the primary and secondary phase take part in a variety of enrichment activities, including sport, performing and creative arts, technology, media and hobbies, and established schemes such as the Duke of Edinburgh Award and World Challenge. Through these, they further develop their self-esteem, confidence and teamwork. This is less secure in the sixth form.
- A range of trips and visits to France and Germany enhances pupils' cultural understanding. The school has a link with a school in Kenya. Pupils raise money to support pupils in this school. Exchange visits have taken place between staff and some sixth-form students. This supports pupils to develop a strong understanding of cultural and economic differences.
- The school promotes pupils' healthy lifestyles both through the curriculum and through enrichment. Participation in PE lessons is very high, and many pupils take part in sport competitions, such as the Great SawaSawa run. The school has achieved the silver Health in Schools Award.
- The school provides high-quality, impartial careers advice, which enables pupils to make well-informed choices about the next steps in their education. Pupils value the support they receive and feel that they have good access to information about alternatives at the end of Year 11 and subject choices at the end of Year 8.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils conduct themselves in an exemplary way around the school, demonstrating strong self-regulation. They are polite and courteous to each other and to adults.
- Pupils demonstrate very positive attitudes to their learning in lessons. They focus on their learning and show resilience and persistence. They work well together on collaborative tasks. Highly positive relationships with their teachers enhance learning in lessons.
- Staff deal effectively with the few instances of poor behaviour. Exclusion rates are rare and significantly below rates in other schools nationally. The school uses alternatives to exclusion and works effectively with pupils, parents and carers to support the small number of pupils who misbehave.
- The majority of pupils attend school regularly. Attendance in both the primary and secondary phase is above the average for schools nationally. The school's work to reduce the number of pupils who are persistently absent has had a very positive impact.

## Outcomes for pupils

**Good**

- Pupils make strong progress across most subjects. Progress in English in key stage 4 has been good over time. The school's improvement work has ensured that in humanities and languages pupils currently make stronger progress than has been the case previously. Pupils are making good progress in mathematics following a dip in 2017. Pupils' progress in science is less consistently strong over time.
- In the primary phase, pupils make good progress, particularly in developing their phonic skills and applying these in their writing. An increasing proportion are exceeding the national expectations in their Year 1 phonics check.
- In most subjects, the progress of disadvantaged pupils is in line with that of their peers. In English and humanities at key stage 4, disadvantaged pupils' progress has been above that of other pupils nationally. In mathematics and languages, the progress of disadvantaged pupils has been close to that of other pupils nationally. This upward trend is continuing.
- Work in the books of current pupils demonstrates that most pupils are making good progress from their starting points. Leaders have effective plans in place to address minor variations in the progress that pupils make in some subjects.
- Pupils who have SEN and/or disabilities make good progress from their starting points. Teachers understand their needs and plan and adapt work accordingly.
- The majority of pupils who start Year 7 below the expected standard in literacy and/or numeracy make rapid progress because of well-planned support and good use of additional funding.
- Pupils read widely. In the primary phase, most pupils make good progress in their

reading. Pupils read with fluency and understanding. In the secondary phase, pupils participate in planned silent reading every day. Leaders have introduced an effective reading programme, which widens their reading experience and fluency.

### **Early years provision**

**Good**

- Leaders and teachers have created a rich learning environment in which children demonstrate curiosity and engagement. Children respond well to the high expectations and interesting activities that teachers and other adults set.
- The school has created a safe place for children to learn. Staff are fully aware of their safeguarding responsibilities. Staff are appropriately trained in paediatric first aid. Systems for checking children's absence are effective.
- Children understand and follow procedures and instructions well. They behave well and respond swiftly to adults' instructions. Children's high levels of concentration and perseverance play a strong part in their effective learning.
- The forest school adds considerably to children's positive experiences in Reception. It is well resourced, and teachers make good use of it to give children rich learning activities. Children know and follow the expectations for this learning space and enjoy developing their sense of space and basic control when using apparatus.
- Children in the early years make good progress and have done so since the provision opened in 2015. An increasing number of children are making more than expected progress.
- Children who have SEN and/or disabilities make good progress. This is because their teacher meets their specific needs well and they receive good support from teaching assistants.
- Leaders track the progress of the children accurately and, as a result, know who needs further support. They monitor the quality of teaching, learning and assessment carefully. This increasingly supports children to make good progress from their starting points.
- Parents reported that they are very happy with the early years provision. There are good relationships with staff, and communication between home and school is effective.

### **16 to 19 study programmes**

**Good**

- The sixth form is good. As a result of the school's role in the local partnership, a wide range of course options and choices is available. The options available to students are a key strength of the school.
- Leadership of the sixth form is good and improving. The leader is taking effective action to improve teaching and learning in the sixth form. The development of subject networks across the local partnership of sixth forms is providing a greater variety of courses and programmes for students and is meeting their learning needs well.



- Strong relationships exist throughout the sixth form and contribute well to the good progress students make. The quality of teaching and learning is characterised by hard work, good attitudes and commitment from the majority of students. The work of staff to guide and support students is effective at helping most students to succeed. In applied courses and the majority of academic subjects, staff guide students very effectively toward their target grades.
- Achievement on applied courses is strong. Students make at least good progress from their different starting points. Students resitting level 2 examinations in English and mathematics make significantly more progress than other students nationally.
- Students' progress on A-level and AS-level courses has risen over three years and, in 2017, was slightly above the progress made by students nationally. The school's data shows that current students' progress is at least in line with the national average.
- Differences in rates of progress between subjects have reduced over time. Leaders have tackled less effective teaching, and there is efficient targeted support for those students at risk of underachievement.
- A very small number of students leave the school before completing their courses or do not finish their programmes successfully. Destinations data shows that these students are guided successfully onto other courses or opportunities more suited to their needs.
- Students value the high-quality and impartial support they receive about their future options. As a result, almost all students in the sixth form move on to destinations which match their career plans.
- Students value the programme of work experience which is very often closely tailored to their needs and aspirations. Sometimes, these experiences lead to offers for more extended placements or employment opportunities.
- Students' personal development is taught in 'collapsed' days across Years 12 and 13. Activities are supplemented by a programme of assemblies, which often involve outside speakers and online learning. However, as a result of timetabling constraints across the partnership, not all students attend assemblies or access wider enrichment activities regularly. As a result, the opportunities for students to debate, discuss and explore wider contemporary issues and develop their own ideas and thoughts are limited.
- Sixth-form staff have raised expectations of students' study skills, but a small minority do not organise and use their personal study time and materials. However, most students benefit from regular checks, which help them develop good study habits.
- In some academic courses, teachers spend time working on tasks and activities in lessons that would be more effectively completed in private study time.

## School details

Unique reference number	137753
Local authority	South Gloucestershire
Inspection number	10048278

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

Type of school	All-through
School category	Academy converter
Age range of pupils	4 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1146
Of which, number on roll in 16 to 19 study programmes	195
Appropriate authority	The local governing committee
Chair	Mr Phil Haslett
Headteacher	Mr Steve Moir
Telephone number	01454 868840
Website	<a href="http://www.bradleystokecs.org.uk/">http://www.bradleystokecs.org.uk/</a>
Email address	<a href="mailto:admin@bradleystokecs.org.uk">admin@bradleystokecs.org.uk</a>
Date of previous inspection	11–12 April 2013

## Information about this school

- Bradley Stoke Community School is a slightly above-average-sized all-through school. It opened its primary phase in 2015 and presently has children in Years R, 1 and 2. There are no pupils currently in key stage 2. It is part of the Olympus Academy Trust.
- The school's 16– 19 programme is part of the Concorde Partnership, with three other local schools, a university technical college and a local further education college. A small number of key stage 4 pupils attend courses at the college.
- The proportion of pupils known to be eligible for free school meals is well below the

national average.

- The proportion of pupils who have SEN and/or disabilities is below the national average, though the proportion who have an education, health and care plan is in line with the national average.
- The majority of pupils are of White British heritage, while 20% of pupils come from another 13 of the 17 ethnic groups.
- The proportion of pupils who speak English as an additional language is in line with the national average.
- The school meets the government's current floor standards for the secondary phase and the minimum standards set for 16– 19 providers, which set the minimum expectations of pupils' attainment and progress.

## Information about this inspection

- Inspectors observed learning across a range of subjects and age groups, some of which were conducted jointly with senior leaders, and scrutinised a wide range of pupils' written work.
- Inspectors looked at a range of documentation including minutes of governors' meetings, development plans, analysis of pupils' progress, attendance and behaviour information, safeguarding documents and the school's review of its own performance.
- Inspectors held meetings with the headteacher, governors, the chief executive of the trust, senior and middle leaders, groups of teachers and groups of pupils.
- Inspectors took account of 188 responses to the online questionnaire, Parent View, and 65 responses to the staff questionnaire.

## Inspection team

Jeremy Law, lead inspector	Her Majesty's Inspector
Linda Rowley	Ofsted Inspector
Lee Northern	Her Majesty's Inspector
Paul Winterton	Ofsted Inspector
Marcia Northeast	Ofsted Inspector

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