

# Inspection of The Bishops' Blue Coat Church of England High School

Vaughans Lane, Great Boughton, Chester, Cheshire CH3 5XF

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Inspection dates: 20–21 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this school?**

Pupils enjoy coming to school. They told us that they feel safe and well cared for by staff. They also told us that bullying is not tolerated and that staff will deal with incidents quickly if they occur.

Staff across the school have high expectations of pupils. They expect every pupil to try their best. Pupils take pride in their work. They are polite and courteous. Pupils behave well during lessons and around the school.

Leaders plan a curriculum which helps pupils to develop personally as well as academically. Pupils and students benefit from an array of different activities, including sports clubs and debating competitions. Pupils are keen to work towards the Duke of Edinburgh's Award. They are also enthusiastic about the wide range of trips and visits on offer.

Pupils learn about the importance of respecting the differences that exist between them and their peers. They show respect for each other and their teachers. Pupils enjoy volunteering in the local community and raising money for charity. Pupils can develop work-related skills through strong links with local employers and businesses.

Parents and carers are positive about the school. They are effusive about the 'excellent' pastoral care that their children receive.

## **What does the school do well and what does it need to do better?**

Pupils and students in the sixth form achieve well across a wide range of subjects. Subject curriculums are demanding and planned carefully. Pupils learn about different topics in a logical order. This is also the case for subject curriculums in the sixth form. That said, some students in the sixth form did not achieve well in their recent science A level examinations. This is because, in the past, the A level science curriculum has not been delivered consistently well.

Teachers use assessment well to check what pupils know and can do. Teachers help pupils to remember the most important knowledge. Pupils can apply this knowledge to more difficult learning. For instance, in mathematics, pupils have opportunities to apply earlier learning to more complex problems. In the sixth form, leaders have redesigned curriculums to ensure that students revisit learning more often. Teachers across the school support pupils well to develop their knowledge of subject vocabulary, for example in geography.

Pupils in key stage 4 can choose from a wide range of academic and vocational subjects. More pupils are choosing to study those academic subjects that make up the English Baccalaureate. This is because more pupils choose to study a modern foreign language than in the past.

Teachers adapt the curriculum well for pupils with special educational needs and/or disabilities (SEND). These pupils receive effective support from staff. Most pupils with SEND achieve well. These pupils also benefit from being involved in extra-curricular activities. They participate fully in other aspects of school life.

Pupils are enthusiastic about the books that they read in English. However, in the past, leaders have not made the best of opportunities to promote a love of reading across the curriculum. This means that some pupils do not choose to read for pleasure. More recently, leaders have acted to ensure that reading is a higher priority for staff.

There is a calm atmosphere around school. Pupils say that behaviour has improved because teachers will deal with any poor behaviour swiftly. In lessons, pupils listen attentively to their teachers and they work hard. Students in the sixth form show a mature attitude to their studies.

Leaders and staff monitor pupils' attendance carefully. Staff work closely with families to ensure that more pupils attend regularly. Pupils' attendance is improving. However, some disadvantaged pupils do not attend school as often as they should. Students in the sixth form attend well.

Pupils benefit from a variety of extra-curricular opportunities, including theatrical and musical productions. This helps pupils to develop their confidence and self-esteem. The personal, social, health and economic (PSHE) education curriculum ensures that pupils can learn how to keep themselves safe. For example, in PSHE pupils learn about the negative effects of alcohol and drugs misuse.

Pupils are prepared very well for life in modern Britain. Through the curriculum, they learn about many different cultures and faiths. Leaders also ensure that pupils can be open about their sexual orientation and their gender identity. Pupils value diversity. The careers education, information, advice and guidance that pupils receive is of a high quality. Almost all pupils go on to further education, employment or training.

Students in the sixth form benefit from a wide range of opportunities to develop their leadership skills and prepare them for the future. For instance, students are highly positive about the support that they receive with their university applications.

Staff feel well supported. They value opportunities to develop their expertise and subject knowledge. Staff say that leaders are considerate of their well-being. Governors bring a range of skills and knowledge to their roles. They support and challenge leaders well.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. The well-being and safety of

pupils are key priorities for everyone. Leaders complete all the required checks to ensure that staff are suitable to work with children. All staff and governors have completed safeguarding training. They know what to do if they have concerns about a pupil.

Staff have completed training to enable them to support pupils with their mental health and well-being. Leaders work closely with external agencies to ensure that vulnerable pupils are given appropriate support.

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

### **(Information for the school and appropriate authority)**

- In the past, leaders did not do enough to promote reading across the curriculum. Pupils have not had enough encouragement to read for pleasure. Leaders should further develop the work that they are doing to promote reading across the curriculum to ensure that pupils read more widely for enjoyment.
- Most pupils attend school regularly. This is not the case for some disadvantaged pupils. This prevents these pupils from achieving as well as they should. Leaders should continue to work with disadvantaged pupils and their families to ensure that the attendance of this group of pupils improves further.
- The science curriculum in the sixth form is planned well but, on occasion, it is not implemented well. Leaders need to ensure that the science curriculum in the sixth form is delivered consistently well so that students studying A level science know and remember more.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	136543
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10110924
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,024
<b>Of which, number on roll in the sixth form</b>	161
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	David Walsh
<b>Headteacher</b>	Ian Wilson
<b>Website</b>	<a href="http://www.bishopschester.co.uk">www.bishopschester.co.uk</a>
<b>Date of previous inspection</b>	20 November 2018

## Information about this school

- The school's most recent section 48 inspection took place on 5 July 2016.
- A small number of pupils attend alternative provision at WRAP and Harmonize Academy.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, other senior leaders, subject leaders, teachers, other school staff and representatives from the governing body. We spoke with representatives of the alternative providers used by the school.

- We held informal and formal discussions with pupils and observed pupils at social times. As the lead inspector, I spoke on the telephone with a representative from the local authority and the Diocese of Chester.
- We reviewed a wide range of evidence, including the school’s self-evaluation, leaders’ improvement plans and leaders’ records of attendance and behaviour.
- We checked on safeguarding policies and reviewed the school’s record of checks on the suitability of staff and governors. We met with the designated safeguarding lead. We also spoke to pupils about safeguarding and considered parents’ views.
- We analysed 148 responses to Ofsted Parent View, Ofsted’s online questionnaire, including 178 responses to Ofsted’s free-text facility. We also considered 73 responses to Ofsted’s staff questionnaire.
- The inspection focused deeply on English, geography, mathematics and science. We met with subject leaders for each of these subjects, visited a sample of lessons, scrutinised pupils’ work and held discussions with teachers and pupils. On the second day of the inspection, we visited lessons in other subjects.

### **Inspection team**

Colin Bell, lead inspector	Ofsted Inspector
Ahmed Marikar	Her Majesty’s Inspector
Ruth Makin	Ofsted Inspector
Linda Jones	Ofsted Inspector

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