

# Inspection of Patchway Community School

Hempton Lane, Almondsbury, South Gloucestershire BS32 4AJ

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Inspection dates: 15 and 16 February 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Sixth-form provision

**Good**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

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

Leaders have high expectations for all pupils. However, these are not always supported by the teaching that pupils receive. For example, in mathematics, pupils know and remember key facts but cannot apply this knowledge to different contexts. Teaching does not always help pupils make as much progress as they could.

Some pupils say that they do not always feel safe outside lessons or enjoy learning. Yet many pupils also say that they have a trusted adult they can go to in school. Sixth-form students say that behaviour has improved over their time at Patchway. Nevertheless, some younger pupils say that the new approach to behaviour is not applied fairly and that it is not making things better.

Pupils learn about other cultures, faiths and views that differ from their own. Older pupils say that their knowledge and understanding of different faiths and cultures is much better than it used to be.

There are many extra-curricular opportunities on offer for pupils to develop their talents and interests. Many parents say that their child can take part in clubs and activities at school. Some pupils have leadership roles. These include diversity and anti-bullying ambassadors and being student council members. Sixth formers have many opportunities through the trust to develop personally.

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

The curriculum has been planned carefully. Leaders and staff are clear about what pupils need to learn. They have agreed systems for how they check progress using formal assessments. However, teachers do not always check the learning in lessons has been fully understood. This means some pupils have gaps in their knowledge. Some teaching does not help pupils deepen their understanding of the subject. It does not help them to connect new learning to what they already know. However, the learning of pupils in the sixth form is well supported by the teaching they receive.

The key stage 3 curriculum is broad. Leaders have increased lesson time for languages to build pupils' confidence and interest in this subject. However, the number of pupils studying languages at GCSE has not increased and remains low. This is a barrier to putting the English Baccalaureate at the heart of the curriculum.

Leaders make sure that staff know how to support pupils with special educational needs and/or disabilities. Pupils' needs are identified swiftly and accurately. They are supported effectively.

The school's guided reading programme is increasing the range of books pupils experience. They study authors from different times and cultures. However, many pupils say they do not enjoy reading and only read when they have to. Some pupils in Year 7 enter the school unable to read fluently. The very weakest readers receive

effective support. However, not all pupils who need this help have received it yet. This means they cannot learn the curriculum as well as they should be able to.

Leaders have focused on improving attendance. Pupils are now attending school regularly, including those who previously had high rates of absence.

Pupils' conduct in lessons is calm and orderly. There is very little disruption to learning. Relationships between staff and pupils in lessons are positive. Leaders have focused on improving behaviour, which was challenging as pupils returned after the partial school closures. Nonetheless, some pupils feel that they are not always treated fairly. Of the parents who gave their views, a significant minority say that school leaders do not respond to concerns they raise. Behaviour outside lessons is not good enough and it is a concern for some pupils, particularly when moving between lessons or visiting the toilets. Many staff say they are well supported in managing behaviour, but a minority do not.

The curriculum prepares pupils for life in modern Britain well. They learn about online safety, healthy relationships and diversity. Leaders adapt the curriculum to ensure that it is relevant for pupils. For example, there has been a recent change in the religions pupils study to better reflect the local community.

Pupils learn about careers and further education. Students in the sixth form have been supported well in planning their destinations after they leave school. Key stage 4 pupils said they would appreciate more support to understand careers options and how subject choices link to them. The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Trustees, trust leaders and local governors are committed to stabilising and improving the school. However, they have yet to secure a good quality of education for all pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained and know how to refer concerns they may have to leaders. Staff who have additional safeguarding responsibilities have appropriate support from leaders to carry out their roles. Leaders make referrals to other agencies when needed in a timely manner. They challenge decisions that they do not feel are in the best interests of pupils. The curriculum helps pupils learn how to stay safe. More pastoral support is now available to pupils. For example, there has been an increase in concerns about pupils' mental health, and the school has changed the role of some staff to focus on providing support for this.

Appropriate background checks are carried out on all adults working in the school.

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

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

- Some pupils do not read well upon entry to the school and do not get the help they need to catch up. This means that these pupils cannot progress through the curriculum as well as they could. Leaders should ensure that those who do not read well are taught to do so promptly by appropriately trained staff.
- Some teaching does not support pupils to deepen or make links between their knowledge. This means they are making less progress through the curriculum than they could. Leaders need to make sure that teaching helps pupils develop a deeper understanding of what they are learning and doing.
- Pupils' behaviour, particularly outside lessons, is not good enough. This leads to some pupils not feeling safe at school. Leaders should ensure that behaviour systems are used effectively to reduce incidents over time so that pupils feel safe in school.
- Many of the parents who gave their views are not satisfied with the way school leaders deal with concerns. This means they do not have confidence that the issues raised are resolved. Leaders need to improve communication with parents so that concerns are dealt with quickly and effectively.

## 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 information from Ofsted Parent View 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 are the school and you are 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>	145124
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10212170
<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>	731
<b>Of which, number on roll in the sixth form</b>	28
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sarah Williams
<b>Headteacher</b>	Karen Cornick
<b>Website</b>	<a href="http://www.patchwaycs.org.uk">www.patchwaycs.org.uk</a>
<b>Date of previous inspection</b>	24 November 2020, under section 8 of the Education Act 2005

## Information about this school

- Patchway Community School converted to become a sponsored academy in September 2017. When its predecessor school, Patchway Community College, was last inspected by Ofsted, it was judged to be inadequate overall.
- The school uses two alternative providers.

## Information about this inspection

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

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, senior leaders and trustees.
- Meetings were held with curriculum leaders, teachers and the special educational needs coordinator.
- An inspector contacted the alternative provision used by the school.
- Inspectors met with the designated safeguarding lead, examined school records and discussed safeguarding cases.
- Inspectors completed deep dives in the following subjects: English, mathematics, science and history. For each deep dive, inspectors met with subject leaders, visited lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors considered responses to the online survey, Ofsted Parent View, and the views of staff and pupils in Ofsted's online surveys.

### **Inspection team**

Sarah Favager-Dalton, lead inspector	Her Majesty's Inspector
Frances Gormley	Ofsted Inspector
Kelly Olive	Her Majesty's Inspector
Stephen Lee	Her Majesty's Inspector

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