



# Bishopshalt School

## Inspection Report

**Unique Reference Number** 102440  
**LEA** Hillingdon LEA  
**Inspection number** 276718  
**Inspection dates** 2 May 2006 to 3 May 2006  
**Reporting inspector** Daniel Brian Evans AI

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

<b>Type of school</b>	Secondary	<b>School address</b>	Royal Lane
<b>School category</b>	Foundation		Hillingdon
<b>Age range of pupils</b>	11 to 18		Uxbridge UB8 3RF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01895233909
<b>Number on roll</b>	1204	<b>Fax number</b>	01895273102
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Ian Carter
<b>Date of previous inspection</b>	17 January 2000	<b>Headteacher</b>	Mr David Bocock

Age group	Inspection dates	Inspection number
11 to 18	2 May 2006 - 3 May 2006	276718

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## Introduction

The inspection was carried out by five Additional Inspectors.

## Description of the school

Bishopshalt School is bigger than average and oversubscribed. It has specialist status in music and the performing arts. The majority of students are from White British backgrounds with a broad range of other ethnic backgrounds represented, mainly of Asian descent. Students with English as an additional language have no significant language difficulties. The proportion of students eligible for free school meals and with learning difficulties is below the national average. The number of students with statements of special educational needs is higher than the national average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Bishopshalt judges itself to be a good school. Inspectors agree that the school provides a good quality of education. It gives good value for money. Students enjoy their time at school and make good progress in relation to their attainment on entry to the school. Teaching and learning are good and enable students to achieve well. Standards in English are well above average and above average in mathematics and science. The recent renewal of arts college status is confirmation of the positive impact of music and performing arts curriculum on students' personal and academic development. Teaching is good but in a small minority of lessons learning is hindered by dull and uninspiring teaching. Curriculum provision in Years 7 to 11 and in the sixth form is good. Vocational courses in the curriculum are regularly updated to keep pace with student demand. Care and pastoral support for all groups of students are excellent and help to foster a strong community. Arrangements for child protection are good. Links with parents are good. Academic support and assessment strategies are generally good but weaker in some subjects as, for example, in science. The relatively new headteacher and senior leadership team have analysed strengths and weaknesses very well and their approach to self-evaluation is increasingly rigorous. As a result, the school improvement plan identifies priorities in raising achievement linked to improving the quality of students' learning and to teachers making more effective use of assessment data. Improvement since the last inspection has been good. The school is well placed to improve standards further.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 2**

A significant minority of students at the end of Year 11 transfer to Bishopshalt from other local secondary schools because of the school's good reputation and achievement. Students praise the good relationships they have with staff, feel well supported and find the sixth form friendly. Very few do not complete courses once they have started. The business conferences give good support to students' future economic well-being. They develop good management and leadership skills, for example, through the sixth form common room committee and by supporting younger pupils. The sixth form has an outstanding record in raising money for charitable organisations - frequently through activities related to its performing arts status. So far this year their leadership of other students in the school has raised over £11,000. Good teaching helps students to achieve well and gain confidence and qualifications to continue into further or higher education or work. The head of the sixth form and tutors pay careful attention to monitoring and reviewing students' progress. Leadership and management are good, as is the capacity to make further improvements. Standards and progress are good.

## **What the school should do to improve further**

- Ensure that good teaching and learning is evenly spread throughout all subjects
- Use assessment data more effectively so that students receive more specific feedback on how they might improve.

## **Achievement and standards**

### **Grade: 2**

Students enter the school with average attainment levels. Teachers work hard to improve students' language and number skills and mostly succeed in meeting the challenging attainment targets set by the school. By the end of Year 9 students achieve above average standards in literacy and numeracy. Students continue to make good progress by the time they complete their compulsory education. The proportion of students who gain five or more higher GCSE grades is above the national average and high when compared with their starting points on entry. In 2005, nine out of every ten girls and nearly eight out of ten boys achieved a GCSE English higher grade which is better than in most schools; their teachers skilfully motivated them to achieve their best performance. Standards, although above average, are not as high in mathematics but teaching is generally good. In science, learning is patchy because there are pockets of ineffective teaching in amongst some outstanding teaching. Students achieve well in most GCSE subjects, particularly in religious education and geography, because teaching and learning are consistently good. Lower attaining students and those who experience difficulty with their learning make good progress. Minority ethnic groups and students with English as an additional language achieve well. Students on all courses in the sixth form are taught well and so make good progress.

## **Personal development and well-being**

### **Grade: 2**

The students' spiritual, moral, social and cultural development is good. Students show an outstanding commitment to the school and the wider community exemplified by their fine record in supporting a range of charities and community projects. The school's specialism as a performing arts college is contributing strongly to raising student self-esteem. A Year 10 boy explained, 'When I joined the school in Year 7 I had no experience in the performing arts, but the school offers so much in terms of dance, music and drama that it builds your confidence and helps you make friends'. Students engage in a large range of cultural activities. Spiritual development is underpinned by an effective religious studies curriculum. Students have very positive attitudes and this is shown by their good attendance and behaviour. Students feel safe from bullying and racism. Most adopt good lifestyles in eating and exercise. The school council has influenced some important changes: for example, in successfully proposing safety improvements to pedestrian areas near the school. These discussions often contribute strongly to students' good preparation for future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and underpin the good progress made by students. Lessons are planned thoughtfully. The best lessons are well structured and maintain

students' interest and concentration. Many teachers use questioning skilfully to stimulate students to learn for themselves. In an outstanding information and communication technology (ICT) lesson, the teacher used his expertise effectively to motivate students who then worked with great enthusiasm to design their own electronic presentation. By adopting a wide range of methods and using interactive whiteboards judiciously, many teachers employ a wide range of teaching styles to support learning. Activities generally meet the needs of most students well. Support staff play a strong role in helping and guiding all students, particularly those with learning difficulties or disabilities.

However, teaching is dull and uninspiring in a small number of lessons and, as a result, learning is only just satisfactory or inadequate. Teachers' marking is regular and encouraging, but the consistent use of assessment data to support learning and to guide students on how to improve their work is much weaker.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good overall and covers a wide range of activities and experiences. It is planned well to meet all students' needs and offer them opportunities to make choices and decisions with confidence and flexibility. The school fulfils its aim to provide good equal opportunities for all. A strong element is the early provision in the lower school for developing students' literacy, numeracy and ICT skills. As a result all groups of students, including those who are most vulnerable, are well provided for.

There are wide-ranging opportunities for the study of vocational courses. These, together with work-related learning activities, contribute well to students' future economic well being. Good quality careers education and guidance encourages a large numbers of students to remain in education or training after the age of 16.

Extra-curricular provision is good and an increasing number of students take advantage of the wide-ranging sports opportunities and the activities related to the school's arts specialism.

## **Care, guidance and support**

### **Grade: 2**

Pastoral care and guidance are good. A strong pastoral system ensures that teachers respond to students' personal needs well. The personal, social and health education and the citizenship programme pay good attention to the development of safe and healthy living styles. Teachers monitor pupils' academic work closely in all subjects. However, assessment data is not used consistently to feed back to students what they need to do to improve their work. Provision for students with learning difficulties or disabilities is good. The school's child protection arrangements are well-established and effective. Learners at risk are identified early and effective arrangements are put in place. Successful links with external providers enables the school to extend further the scope of its support. The school has rigorous procedures for risk assessment. The school works well with parents and outside providers to ensure that students are well informed and guided in terms of future options.

## **Leadership and management**

### **Grade: 2**

The inspection evidence confirms the school's self-evaluation that leadership and management are good. The leadership provided by the head teacher and the new senior management team is already having a significant impact on improving standards. This is because they work successfully as a team to provide a consistent steer to the work of the school and maintain a high profile presence in its daily life. They have recognised the opportunities for development through the specialist arts college status. Good systems for the monitoring of teaching and learning are identifying areas for improvement. The school is working hard to improve the skills of teachers and uses its specialist college status to lead this work. There is some variation in the quality of middle management, but well focused support from senior management is beginning to develop greater consistency.

The supportive governors have a good understanding of the school's strengths and weaknesses and are diligent about students' health and safety. Through personal contacts and visits, they have a good understanding of what is going on in the school. However, all subject areas do not have a link with an individual governor. Most parents recognise the improvements that have taken place. The school's view of its strength and weaknesses, are realistic and honest. The school has made significant improvements, making a strong impact on the issues raised in the last inspection. This indicates that the school has good capacity to improve. The control of finances is good. The school remains within budget while continuing effectively to maintain their listed building.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	2
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2	2
The standards <sup>1</sup> reached by learners	2	2
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
The attendance of learners	2	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	2
<b>How well are learners cared for, guided and supported?</b>	2	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

## **Text from letter to pupils explaining the findings of the inspection**

Students

I am writing on behalf of the inspection team to let you know the judgements we have made about your school. I thank those of you who helped the inspection by talking to us about your work and life at school. Given the positive views that so many of you expressed to us you will not be surprised to learn that we judge Bishopshalt to be a good school with many strengths.

We agree with you that the school is a safe, learning environment to work in. Your representatives on the School Council contribute well to issues that affect you. You believe that bullying and harassment is generally dealt with effectively. We were impressed with your level of involvement in a range of activities outside the normal day and noted that standards in the music and performing arts subjects are especially strong. Your commitment to the wider community is reflected in your outstanding contribution to a range of charitable causes. We judge the sixth form arrangements to be good and that sixth form students achieve well because teaching is good and students work hard.

Overall, we judge standards to be above average and that most of you make better than expected progress through the school. This is because most teaching is good and because you are good learners. However, the school recognises that there is some variation in the quality of teaching and learning between subjects. It is now reviewing its assessment procedures to ensure that all of you know what you have to do to improve your work further. We are recommending the headteacher and staff, with your support, focus on addressing these weaknesses as quickly as possible.

Yours sincerely,

Daniel Brian Evans

Lead Inspector