



# Bishop Perowne CofE College

## Inspection Report

**Unique Reference Number** 116993  
**LEA** Worcestershire  
**Inspection number** 290695  
**Inspection dates** 12 July 2006 to 13 July 2006  
**Reporting inspector** Champak Chauhan HMI

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

<b>Type of school</b>	Secondary	<b>School address</b>	Merriman's Hill Road
<b>School category</b>	Voluntary aided		Worcester
<b>Age range of pupils</b>	11 to 16		Worcestershire WR3 8LE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01905 746800
<b>Number on roll</b>	1047	<b>Fax number</b>	01905 746846
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Nigel Downes
<b>Date of previous inspection</b>	14 May 2001	<b>Headteacher</b>	Ms Julie Farr

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by one of Her Majesty's Inspector of Schools and three Additional Inspectors.

## Description of the school

Bishop Perowne C of E College is a specialist college for the performing arts. The proportion of students eligible for free school meals is below the national average, as are the proportions of those identified as having learning difficulties and disabilities, and English as an additional language. When students enter the college at age 11, their attainment is broadly average.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

Bishop Perowne C of E College provides a good quality of education. The students make good progress. This has not always been the case in the recent past, when standards and progress in mathematics were unsatisfactory. However, decisive action has been taken and the unpublished test results for Key Stage 3 for 2006 indicate that the college has slightly exceeded its targets in mathematics and science. Recent examination results of students achieving at least five good grades in the GCSE are above national averages. Teaching and learning are good, with a significant proportion that is outstanding. Where they are less good, the needs of students of all abilities are not always taken fully into account.

The students' personal development and well-being, and their care, guidance and support are outstanding. The curriculum is broad and balanced with a very good range of enrichment activities. The college has collected a very good range of data on attainment to help teachers plan better for the students' progress. However, the regular marking of the students' work in some subjects is a weakness. The headteacher provides effective leadership and direction to the college's work. In post for two years, she has rapidly accelerated the rate of improvement. She is supported well by a knowledgeable and hard working senior leadership team that regularly checks on the effectiveness of the college's work. Middle managers have become more involved in this process and are better aware of the strengths and weaknesses in their areas of responsibility.

The college has made generally good progress since its last inspection and has a good capacity to improve even more. Parents and/or carers are supportive but a significant minority would like to have more dialogue with the college about their children's education. Governors have good oversight of the college's work and ask searching questions when necessary. The college's view of its overall effectiveness is generally accurate but it does not readily acknowledge some of its more outstanding features. Overall, the college provides good value for money.

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

- Ensure that the work of all students is regularly marked and that this enables them to enhance their progress.
- Ensure that the needs of all abilities are planned for and met in the teaching and learning.
- Ensure that there is more constructive dialogue between the college and all parents and/or carers about their children's progress.

## **Achievement and standards**

### **Grade: 2**

Students from all backgrounds and abilities make good progress and achieve well during their time at the college. The students' progress in dance is outstanding. In

2005, results in the national tests in Year 9 and in the proportion of students attaining at least five good GCSE grades were above average. However, boys did not perform as well as girls in achieving the higher GCSE grades and the majority of students achieved better in science than in mathematics. Results in GCSE examinations in communication studies and music, in particular, were well above national averages.

The college is ambitious for its students and sets them challenging targets which are well monitored. In the 2005 national test results in Year 9, the college exceeded its targets in English but did not quite meet its targets in mathematics and science. Standards achieved for higher grades at GCSE were largely in line with the target. Central to the drive to raise achievement is the more effective use of assessment information to monitor students' progress. Early indications are that this is having a very positive impact. Careful monitoring by senior leaders shows that the college has achieved higher standards in mathematics and science in the unpublished 2006 national test results for students in Year 9. The college's monitoring data indicate that the challenging targets it has set for GCSE results in 2006 are likely to be achieved.

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

### **Grade: 1**

The personal development and well-being of all students are outstanding. The students enjoy college and want to learn. This is evident through their high level of participation in extra-curricular activities, their considerate behaviour towards others and their positive attitudes in lessons. Overall attendance levels are generally good. Students have a good awareness of developing healthier lifestyles by the good provision in sports and extra-curricular activities. They are also aware of, for instance, the dangers of drug abuse and smoking, and are aware of the need to adopt safe practices to protect themselves from harm.

The college's Christian ethos promotes well the students' spiritual and moral development and the staff are excellent role models. This is evident in the excellent relationships between staff and students, the mentoring of younger students by older ones, and the good voluntary attendance at weekly Eucharist. The students participate well in assemblies every week and an outstanding example was seen involving the cast from the school's recent production of the musical 'Les Miserables'. An active school council is run by the students themselves, who feel their voices are heard. Students are regularly involved in social and charitable activities. There are high levels of participation in college activities, especially in the performing arts, allowing the students to develop life skills such as team work and cooperation in preparation for the workplace. Their cultural development is further extended through rich and varied experiences in music, dance, art, drama and poetry.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good with some examples of outstanding practice, for instance in English, dance and religious education. The quality of learning was outstanding for all students in a mixed ability English lesson. The teacher set very high expectations and the excellent support she provided enabled all the students to achieve their very best. The teachers know their students well. The excellent relationships between staff and students lead to a happy and productive learning environment. The teachers and learning support assistants work effectively as a team. They support each other and readily share information and good practice.

There is generally good emphasis on encouraging more independent learning styles. The majority of students are eager and successful learners. They appreciate the efforts made by teachers to help them succeed. However, in cases where the teaching and learning are not as good, the needs of the range of abilities in the class are not always taken fully into account.

The students' written work is regularly marked by most teachers but there are instances where this is not done and incomplete work is not always followed through. In addition, written comments are not sufficiently informative to enable the students to understand what they need to do to improve. All students have individual targets. The monitoring and the tracking of the progress of these are excellent and a strength of the college's strategies to continually improve teaching and learning.

### **Curriculum and other activities**

#### **Grade: 2**

The students are served well by an appropriate and dynamic curriculum where provision is regularly reviewed. This allows changes to be made that reflect the changing needs of the students. The curriculum generally meets statutory requirements and is very well matched to students' needs. However, the provision for information and communication technology (ICT) is relatively weak but significant improvements are nearing implementation. The requirements for citizenship are not yet fully met but the college is addressing this. The provision for students with learning difficulties and disabilities is very good. Students in Key Stage 4 have a wide range of options, including vocational courses. Successful courses are provided in conjunction with Worcester College of Technology which enable the students to pursue their interests in, for instance, business studies, engineering and catering.

The college is very responsive in tailoring the choice of courses to individual students' preferences. The curriculum is further enriched by a wide range of clubs and other out-of-college activities, especially in the performing arts. Every week the college has an extended day which is very effective in enriching the students' learning experiences. Many trips are on offer, including several opportunities to travel abroad. The college's

specialist performing arts designation and church status have had a major impact on enhancing and extending the learning experience of all the students.

## **Care, guidance and support**

### **Grade: 1**

The quality of care, guidance and support provided by the college is outstanding. All the requirements for child protection are in place and the staff are aware of these. The child protection officer has led staff training on procedures and the college has close links with child-care agencies.

The role of tutors in guidance and support is a key part of the college's care and education arrangements. The quality of the planning and the care shown for the students' welfare are outstanding. This is translated into a closely monitored and ongoing assessment of their academic progress, and the promotion of their health and safety, especially that of the more vulnerable students. The effectiveness of the tutors' role is closely monitored by senior leaders.

Well-planned transition arrangements from Year 6 for students with learning difficulties and disabilities enable the early identification of their learning needs. They are well supported and the college is reviewing and further improving its provision for them. There is an excellent understanding of the challenges required by the students identified as gifted and talented, and staff training on meeting their needs is ongoing. Well-developed programmes guide and support students in their choice of options and careers. The students value this guidance highly.

## **Leadership and management**

### **Grade: 2**

The headteacher provides effective leadership to the college. She works hard, is well respected by the staff and has a clear view of where improvements need to be made. She has taken decisive action to improve provision in certain areas, for example in English, mathematics and ICT. She delegates responsibilities and ensures that the tasks set are completed. She is supported by a hard-working and effective senior leadership team that knows the college's strengths and weaknesses well. They have driven forward many appropriate changes that have led to better progress and better provision for students. They have done this through a rigorous system of checking the college's work and ensuring that others are constantly striving to improve provision.

Subject leaders and year leaders have responded well to the support and challenge that have been offered by senior managers. The middle managers are developing well their skills at evaluating their areas of responsibility. Through the more regular checking of work and through working intensively with individual senior leaders, they have a much better understanding of strengths and weaknesses. The overall rate of progress in college improvement has accelerated over the last two years. Much good work has been undertaken by managers at all levels and the college has the capacity to improve even further.

The formulation of the college's self-evaluation has involved taking into account responses from surveys of parents and carers, students and other stakeholders. It is detailed and judgements are largely accurate. Parents and carers are largely supportive of the college. However, a significant minority do not feel that the college communicates effectively with them. A particular issue is the timing, frequency and the staffing of consultation meetings with them. The governing body has good oversight of the college's work and it provides appropriate strategic direction. It is aware of the college's strengths and weaknesses, and challenges it when necessary. The chair and vice-chair have had a long involvement with the college and work hard on its behalf.





## 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	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<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	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<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**

Thank you for welcoming us to Bishop Perowne when we visited the college recently. I would like to say below what we thought of your college.

What the college does particularly well:

• You make good progress and the college's test and examination results last year were above average. • You are taught well by the staff and some of the teaching is outstanding. • Your personal development and well-being, and the quality of care, guidance and support that you receive are outstanding. • The curriculum you are offered is made better by the good range of enrichment activities on offer to you and in which many of you participate. • The college has collected very good data on your progress and this helps your teachers to plan better for your needs. • Ms Farr and the other senior staff regularly check the work of the college and try to make things even better for you.

What the college needs to do to improve even further:

• To make sure that all your written work is more regularly marked and that this helps you to make better progress in all subjects. • To make sure that all of you are given learning activities which challenge you in all your lessons. • To make sure that all your parents and/or carers are more involved with the college in your education.