

# The Bishop David Brown School

## Inspection report

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<b>Unique Reference Number</b>	125266
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	315217
<b>Inspection dates</b>	12–13 November 2007
<b>Reporting inspector</b>	Roger Whittaker

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	500
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr R Bittleston
<b>Headteacher</b>	Mr S Shephard
<b>Date of previous school inspection</b>	2 November 2005
<b>School address</b>	Albert Drive Woking GU21 5RF
<b>Telephone number</b>	01932 349696
<b>Fax number</b>	01932 349175

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<b>Age group</b>	11-16
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## Introduction

The inspection was carried out by three Additional Inspectors over two days.

## Description of the school

The Bishop David Brown School is a mixed, ethnically diverse, 11 to 16 comprehensive with 500 students on roll. It is a smaller than average school and is a designated performing arts school. Students join the school with attainment that is below national averages. There are just over a third of students who are learning English as an additional language. Mobility is high with around a fifth of students starting at the school other than at the expected time, many of them from overseas. The school has a hearing support resource, which has provision for up to 12 students who have profound or severe hearing loss.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

A comment from one parent correctly reflects the changes happening at the school 'The school is inspiring, motivating and caring'. This is also what the inspection findings show. The Bishop David Brown School is now a good school. It has made good improvements since September 2005. This has been helped by a significant improvement in the stability of staff. While still below national averages, targets set by the school were exceeded in English and science and matched in mathematics. This represents good achievement. Students achieving GCSE results at the higher grades were below national averages but met the school's targets. They achieved as expected but exceeded expectations in English and mathematics. Results in 2007 fell marginally but were close to target. The dip in standards in 2007 reflects the unusually large number of casual admissions during the year. The school's strong assessment and tracking data indicates that students are on track to continue improving.

The school has introduced more rigorous monitoring of teaching, and targeted support and training for teachers. The impact of this is that teaching has improved. This was seen during the inspection, and it is now good. Many lessons are more focused on learning so that students achieve more. In a small number of satisfactory lessons a minority of teachers do not ensure work is well matched to the needs of all students. Strategies are not consistently used to ensure that students who are learning English as an additional language and those students who join the school at times other than expected are achieving to their full potential.

Personal development is good and has played a major role in helping students to respect their school and to value their learning opportunities. Behaviour has improved significantly and is now good. Most students behave well and attend more regularly because they enjoy school. Students are particularly keen on the rich opportunities for out-of-hours activities many related to the schools Performing Arts specialist status. They take responsibilities seriously and some act as mentors providing support for younger students. They are keen to stay healthy and participate well in physical activities. Effective personal and social education and personal guidance prepares students well for the future. Students' spiritual, moral, social and cultural development is good. Racial harmony and inclusion are strong features. The school has very strong procedures to ensure that students feel safe. There are good systems to identify students who need additional support.

The outstanding headteacher, strongly supported by a very effective senior leadership team and governors, is managing the school well. He has set a clear direction for raising standards. The positive effects of senior leadership are increasingly evident in the upward trend in the quality of teaching and in the good achievement of students. However, the school recognises that it needs to focus more consistently on learning when planning lessons and when monitoring the quality of teaching and learning. The specialist performing arts status is being well developed in order to improve students' confidence and self-respect, resulting in improved behaviour and attitudes to learning. Students are achieving well with improving standards evident in most areas. The school provides good value for money and the capacity to improve further is good.

### What the school should do to improve further

- Ensure that learning is the focus for lesson planning and lesson observations.
- Raise achievement of students who have English as an additional language so that they all achieve as well as they are capable of.
- Raise achievement of students who join the school at times other than the expected.

## Achievement and standards

### Grade: 2

Although standards are below average, achievement is good overall. The dip in standards in 2007 reflects the unusually large number of casual admissions during the year. In 2006 standards in national test results were below average at Level 5 however, targets were exceeded in mathematics and science and matched in English. Results for the higher Levels 6 and 7 were significantly below average in English and science, but average in mathematics. Test results in 2007, at the end of Year 9, were below average and targets were not met in any of the core subjects. The results in 2007 were affected by the mobility of students and some staffing difficulties in science. Standards at GCSE in 2006 were below average but matched the school's target. Results in 2007 fell marginally but were close to the targets. School evidence indicates that results are likely to improve considerably in 2008 both at the end of Year 9 and at GCSE.

In 2006, achievement in Years 7 to 9 was well above expectations when compared with the attainment of students on entry to the school. Achievement was also well above expectations in mathematics and science but average in English. In Years 10 and 11 achievement was as expected overall, but exceeded expectations in English and mathematics. Progress from Year 7 to Year 11 was well below average in 2006 but improved significantly in 2007 to above average. Students with learning difficulties and disabilities achieve at a similar rate to other students. However, students who join the school other than at the normal time and students whose home language is not English do not always achieve their full potential.

## Personal development and well-being

### Grade: 2

Personal development and well-being is good and students enjoy their education and make a significant contribution to the positive atmosphere felt throughout the school. Students generally behave well and the school deals effectively with the minority who do not. They feel safe in the school and have confidence in the way that any bullying is dealt with. Close monitoring of absence has led to a significant improvement in attendance, which is now in line with the national figure. The school has introduced a restorative justice system and placed an emphasis on rewards. This, together with the introduction of the Accelerated Learning Centre has contributed to a decline in the number of exclusions.

The development of the students' spiritual, moral, social and cultural awareness is good. Personal, social and health education and active citizenship lessons make a good contribution to their broader education. A good range of visits and work in a variety of subjects, especially the performing arts, enrich cultural awareness. There are outstanding opportunities for students to make an active contribution to life in school and the wider community, for example, many train as mentors so they can support young or vulnerable students. School council members take their responsibilities seriously and the school listens to and acts on their views. The school encourages healthy lifestyles through work within the curriculum. They are effectively prepared for future employment and study through work experience.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning have improved and are now good. Students have good relationships with their teachers and they show a high level of enjoyment and interest in their work, often taking an active part in lessons. One student said, 'we learn more when we are involved'.

Teachers show enthusiasm for their subjects. They plan their lessons well with appropriate and varied activities, although sometimes the work is not well matched to the needs of all the students. Teachers' explanations are clear and students engage well with their learning. The best lessons have good pace and the use of information communication technology promotes good learning. Teachers use skilful questioning to help students to develop their speaking and listening and skills. Regular marking informs students how to improve their work, but this is not used consistently to improve the work of all students.

In a minority of lessons students are not achieving as well as they can. This is because planning does not take account of the different levels of ability of students and general pace of the lesson does not engage students who move off task and occasionally disrupt learning.

### Curriculum and other activities

#### Grade: 2

The curriculum is good. All requirements of the National Curriculum are met and the allocation of curriculum time matches that recommended for secondary education. The innovative combined curriculum for Years 7 and 8 is beginning to have a positive effect upon progress because it provides additional support for students whose attainment in literacy and numeracy is weak. It also provides more challenge for higher achievers. The range of curriculum opportunities in Years 10 and 11 is good and meets the needs of all students. A broad range of vocational subjects is offered. All students participate in work experience.

The curriculum promotes safe and healthy lifestyles through an effective citizenship, personal and health education programme. The allocation of time for PE meets that recommended for students in secondary education. There is a very good range of enrichment activities. These are popular and contribute much to pupils' enjoyment of school life and to their physical well-being.

### Care, guidance and support

#### Grade: 2

The care, guidance and support the school provides for students are good. The school has good systems to ensure that students are able to work towards their academic and personal goals. Students receive very good support through good links with a range of external agencies that ensure their well-being. Liaison between the school and outside agencies is good so that staff ensure that the needs of many individuals are met. The hearing support resource provides a well planned and inclusive education for hearing impaired students. The Accelerated Learning Centre is a safe and secure base, which meets the physical, learning or behavioural needs of students who need extra support. The success of this provision has led to a significant fall in the number of students being excluded from school, good progress by those with learning difficulties, and improved attendance. Child protection and risk assessment procedures are

secure. Communications with parents have been strengthened and their perceptions of the school are very positive. Students receive effective careers guidance. There are good procedures to track students' progress which enable underachievement to be identified early and support put in place.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The outstanding headteacher is highly regarded by staff, students and parents. He is well supported by a very able senior management team who have a clear and good understanding of the school's strengths and areas requiring development. Management actions have had a very positive impact on achievement and behaviour so that both are now good. The school has worked hard on recruitment and retention of staff so that staffing issues the school faced have in most cases been successfully resolved. The school is well thought of by most parents who comment that under the leadership of the head teacher and senior team the school has made significant steps in raising standards.

The school's specialist status is helping to raise standards in all of the specialist subjects. There are improving links with other subjects especially information and communication technology, which is very good. The status is also having a significantly positive effect on students' confidence and self-esteem, which has helped to improve students' behaviour. Monitoring by middle managers demonstrates they have a good awareness of the work within their areas of responsibility. Although effective links are developing between managers at all levels, the school recognises there are some inconsistencies in its performance between subjects. The school monitors teaching and learning accurately. However, the school needs to focus more on learning in both lesson planning and observation in order to raise standards. Opportunities for sharing good practice within the school are developing well and planning for appropriate professional development is good and linked well to the school development plan.

Governors take a keen interest in the progress the school is making and discharge their duties well. They are involved in school life and actively seek the views of parents. Leadership and management have brought about the necessary improvements since the last inspection, well-targeted actions have promoted good improvement and, as a result, the capacity for further improvement is good.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

21 November 2007

Dear Students

Inspection of The Bishop David Brown School, Woking, GU21 5RF

Following our visit to The Bishop David Brown School we would like to share our findings with you. We would like to thank you for the warm welcome you gave us and for the helpful way you talked to us about your school and your work. We are pleased that you enjoy school and the many opportunities it provides, particularly the after school activities. We are equally pleased that most of you behave so well in class and around the site. Standards in national tests and examinations are improving but are still not as good as they should be. However, your progress continues to improve and is now good. We can now report to you that the Bishop David Brown School is providing you with a good standard of education.

There are many things that are good about your school, not least that it is a happy and friendly community where everyone is valued equally. Your teachers are very committed to helping you and they look after you well. Your headteacher is working very hard, with the rest of the staff, to ensure that there is every opportunity for you to learn as well as you can. Overall standards are rising and you are now making good progress.

We have asked your headteacher and staff to focus on your learning when they are planning lessons and when they come to watch your lessons. We have also asked the headteacher to look at more ways to help those of you for whom English is not your first language and those who come to the school at a different time from the rest of the students so that you can achieve even better.

We wish you all the best for your future success.

Roger Whittaker

Lead inspector