

Patchway Community College

Inspection report

Unique Reference Number	109296
Local Authority	
Inspection number	337266
Inspection dates	23–24 September 2009
Reporting inspector	James Sage HMI

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	902
Of which, number on roll in the sixth form	134
Appropriate authority	The governing body
Chair	Geoff Howell
Headteacher	Jane Millicent
Date of previous school inspection	4 March 2007
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 40 lessons and held meetings with governors, staff, groups of pupils, parents etc. They observed the school's work, and looked at: the school's student tracking and performance data; improvement planning; records of student participation, behaviour, attendance and exclusion data; and 253 parental questionnaires, 145 student questionnaires and 57 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment and achievement of particular groups of students
- the use of assessment data to support teaching and learning
- the quality of teaching and learning in mathematics and information and communication technology (ICT)
- evidence of improvements in key aspects of the provision.

Information about the school

Patchway Community College is an average-sized comprehensive school that has decreased in size since the previous inspection. While the proportion of students from minority ethnic groups is below that found in most schools, this, and the proportion of students whose first language is not English, is increasing. The proportion of students with learning difficulties and/or disabilities is slightly higher than the national average. The percentage of students eligible for free school meals is below the national average, although there is evidence that there are other students who are eligible but do not claim these meals. The school is in partnership with other local secondary schools and a college of further education to provide 14-19 provision. This partnership is also developing 14-19 diplomas, with three already in place. The school has specialist Business and Enterprise status and is a training school with close links with the University of the West of England and other local universities. The school also has strong business and community links. The school acts as the lead school for the delivery of extended services within the local area.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Patchway Community College is an improving school. Since the previous inspection, there have been improvements in key areas. Particularly significant are the improvements in the proportion of teaching judged to be good or better, in students' behaviour and in the dramatic reduction in the number of students excluded from the school. The school has an extremely positive ethos and students are proud of the school. Most enjoy school, feel that they learn well and feel safe. There have been steady improvements in students' achievements and attainment, to broadly average, although the school recognises that there is still room for further improvement. The school has focused much attention on improving students' achievement in mathematics, with some success. The school is effective in improving students' basic skills from a low point at entry, although students do not apply these skills well across all aspects of their work.

The quality of the care, guidance and support is a very positive feature of the school. The support for all students' well-being is particularly strong and embedded across all aspects of the school. This is evident in relationships in lessons, as well as from the high quality of support systems and work with a wide range of agencies. All students benefit from this, but especially those who are vulnerable or who have particular needs. The progress of those students with special educational needs and/or disabilities is satisfactory.

While teaching and learning have improved steadily so that much is good and some is outstanding, about 40% of teaching is satisfactory. The school has in place high quality systems for tracking students' progress and setting learning targets; these are used well across the school. Teachers also have access to a range of other key information about, for example, students' levels of literacy and numeracy. However, the extent to which this is used to ensure that teaching is closely matched to individual needs is widely variable. The school has an innovative approach to professional development with a tightly focused weekly session for all teachers. This is beginning to have an impact, and is enhanced by targeted support for individuals.

The school has good capacity to secure and sustain the further improvements required. Senior leaders and governors have an accurate understanding of the strengths of the school. They are clear about what needs to be embedded more widely and about what needs significant improvement. There is a very strong sense of collective responsibility; all staff are clear about the vision for the school and about their role in securing further improvements. The overwhelming majority are proud to be a member of staff in the school. Students also want the school to become even better and are actively involved in making contributions, not least through further improving behaviour and attitudes to

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learning. This inclusive approach is a clear strength of the school. However, a small number of students are frustrated because they want the school to improve even more, but feel that progress is inhibited by the attitudes and behaviour of a few.

What does the school need to do to improve further?

- Raise attainment through further improvements in teaching and learning in the main school and in the sixth form.
- Raise the quality of teaching and learning from satisfactory to good by ensuring that:
 - all teachers make full use of assessment data and other information to ensure that teaching is matched well to the needs of students
 - all teaching fully engages all learners by improving, for example, whole-class questioning, matching activities better to students' needs and dealing with poor behaviour
 - ensuring that teachers develop and use students' basic skills in their lessons
 - improving further the quality of teaching, and students' learning and progress, in mathematics.
- Build on the high quality care and support for students with special educational needs and/or disabilities to ensure that they make good progress in their learning.

Outcomes for individuals and groups of pupils**3**

Students' attainment has improved steadily over a period of four years and is now in line with national averages. Achievement has also risen over this period and is satisfactory. Low achievement and attainment in mathematics has been a long-standing problem for the school. There are clear signs of improvement, although there is still much work to be done.

Students' learning and progress was judged to be good or better in more than half of the lessons observed. In these lessons, the students were clear about their current levels of achievement, their targets and what they needed to do to make further progress. In other lessons, while students were clear about their current performance and targets, they were less clear about what they needed to do. As a consequence, their progress is satisfactory. The progress of students with special educational needs and/or disabilities is also satisfactory.

Other outcomes are mainly good with elements that are outstanding. In many areas, they are prevented from being outstanding because there is a small group of students for whom the outcomes are not at the very high level of the large majority. Students' contributions to the school are outstanding, but not yet in the wider community. The school has in place many good initiatives to develop students' workplace and other skills that contribute well to their future economic well-being. However, attendance for the school is broadly average. Also, students' levels of oracy, literacy and numeracy, and their ability to apply ICT skills, are not high enough for this to be good. Behaviour has improved significantly over time. Inspectors were impressed by students' behaviour,

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particularly around the school during lesson changes, breaks and at lunchtime. Behaviour in lessons was generally good and often outstanding. However, in a small number of lessons the behaviour of a small minority of students does disrupt the learning of others. A strength of the school is the active involvement of students in reducing yet further these incidents of poor behaviour.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The overall quality of teaching and learning has improved since the previous inspection. Inspectors' judgements of the quality of teaching are in line with those of the school's senior leaders. Of the lessons observed, almost 60% were judged to be good or better, with around one in ten judged to be outstanding. The main characteristic of these lessons is teachers' use of a range of data and information about the students to match teaching to meet individual needs well. Lessons are lively and interesting, and students are fully engaged and enjoy the lessons. However, about 40% of teaching is satisfactory. Again, there are some clear characteristics of these lessons: teaching not matched well to individual needs; students not fully engaged; and teachers not dealing

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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well with the low-level disruptive behaviour of a small minority of students.

The curriculum has been developed to ensure that it continues to meet the needs of students well. Students are provided with a good range of options in Key Stage 4. The Key Stage 3 curriculum is developing well with a particularly successful feature being the Learning Challenge lessons used in Year 7 to develop students' learning and other skills. The school uses its specialist status, and associated partnerships, to provide a range of interesting activities to develop students' enterprise skills. Work on social and emotional aspects of learning (SEAL) is deeply embedded in the work of the school and has a very positive impact on a range of outcomes.

The effectiveness of care, guidance and support continues to be a strength of the school. Two notable successes are the particularly high achievements of vulnerable students and the school's success in reducing exclusions dramatically and ensuring that all students leave with some qualification. There have been no permanent exclusions for more than two years. The effectiveness of care, guidance and support is prevented from being outstanding because of the impact on achievement and attainment. For example, the support for those students with special educational needs is exemplary, but needs more focus on their learning to improve the progress they make.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school has a very strong senior leadership team that has secured improvements in all key areas of the school's work. They have communicated clearly to all staff the further improvements that are required. Senior leaders are supported well by generally strong middle leadership, although there are a few middle leaders who are inexperienced or require further professional development to ensure that improvement is embedded and sustained across the school. The governing body uses its own well-informed analysis of the school's performance to hold senior leaders to account and to ask the challenging questions required to sustain improvement.

Inclusion is an absolute strength of the school. The work undertaken with individuals to ensure they attend school, behave, learn and achieve is admirable. The school has anticipated well the increase in students for whom English is not their first language to ensure they are fully supported and achieve well. Safeguarding is outstanding, as demonstrated by the high quality of systems and procedures and through the way it is embedded in all aspects of the school. There have been a small number of incidents of

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bullying and racist incidents. These have been dealt with extremely effectively and the school is using well the lessons learned to work on preventing these arising again. The school is well advanced in promoting community cohesion, although there is some unevenness across the full breadth of what has to be done.

The school's senior leaders take great account of the views of students. Particular examples include students' involvement in improving behaviour in the school and in developing the 'attitudes to learning' grading system used well to improve students' approach to learning.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Sixth form

Achievement in the sixth form is satisfactory and improving; attainment is broadly in line with national averages. Other outcomes are generally in line with the rest of the school; all are at least satisfactory and many good. Behaviour is judged to be outstanding.

The quality of teaching is also in line with judgements in the main school. More than half is good or better with a small proportion outstanding. The characteristics of teaching are similar to those in the main school, with lack of engagement of all students and not matching teaching well enough to individual needs being key features of satisfactory teaching. The partnership provides a good range of post-16 provision, matched well to students' and local needs. Sixth-form students are provided with good care, guidance and support.

The leadership of the sixth form has good capacity to secure and sustain further improvement. There is strong involvement of senior leaders and subject leaders to

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support the sixth form's own leadership team.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

The very large majority of parents and carers are happy with their children's experiences in the school. Parents feel strongly that their children enjoy school, feel safe, make progress and are prepared well for the future. They have confidence in teachers and in the leadership and management of the school. They do report some incidents of, for example, bullying, but the large majority feel that these incidents are dealt with well and that their views and concerns are taken into account.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Patchway Community College to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 253 completed questionnaires by the end of the on-site inspection. In total, there are 902 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	34	148	58	14	5	4	2
The school keeps my child safe	84	33	159	62	9	3	2	1
The school informs me about my child's progress	77	30	145	57	17	7	4	2
My child is making enough progress at this school	87	34	141	55	17	7	1	1
The teaching is good at this school	72	28	162	63	8	3	1	1
The school helps me to support my child's learning	60	23	162	63	17	7	3	1
The school helps my child to have a healthy lifestyle	56	22	160	62	27	10	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	84	33	145	57	8	3	2	1
The school meets my child's particular needs	70	27	160	62	8	3	2	1
The school deals effectively with unacceptable behaviour	65	25	134	52	31	12	6	2
The school takes account of my suggestions and concerns	51	20	143	56	27	10	5	2
The school is led and managed effectively	72	28	161	63	8	3	2	1
Overall, I am happy with my child's experience at this school	98	38	145	57	5	2	3	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 September 2009

Dear Students

Inspection of Patchway Community College, Bristol BS32 4AJ

I would like to thank all of you who spoke to us and answered our questions during the recent inspection of your school. Thanks also to those of you who completed the questionnaire; we found this very useful. Inspectors very much appreciated the help you gave us and were impressed by your attitudes and manner. Now that we have finished the inspection I am writing to tell you of our findings.

We are convinced that the school has improved in recent years and continues to improve. Examination results are getting better, you are learning more in lessons, and your behaviour and attitudes have improved. The following are our views of the strengths of the school and those features that could be further improved:

- Most of you enjoy school, show good attitudes to learning and most of you behave well in lessons; your behaviour around the school is very good.
- The school looks after you well and keeps you safe; you feel confident in reporting any incidents and the school deals with these well. You feel that the school cares for you and wants to see you do well.
- You are fully involved in the school; for example, in helping to improve behaviour and attitudes to learning.
- Some of you feel frustrated that the behaviour of a few students affects the learning of others and 'the good name of the school'.
- The number of good and better lessons in the school has increased and the progress you make in lessons has improved. The school is working hard to make sure that even more lessons meet your needs well. Your views are important in making this happen.
- The school checks your progress well and sets you targets to help you to learn.
- You have a good range of courses to choose from in Years 10 and 11 and in the sixth form.
- The headteacher, and senior leaders, lead the school well. They have good plans to make the school even better.

In order to improve further, we have asked the school to do the following:

- Make sure that all lessons meet your needs well so that you can all make good

progress.

Yours sincerely

James Sage HMI

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