

# Barnwood Park Arts College

## Inspection report

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<b>Unique Reference Number</b>	115720
<b>Local Authority</b>	
<b>Inspection number</b>	338646
<b>Inspection dates</b>	25–26 November 2009
<b>Reporting inspector</b>	Peter Limm HMI

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>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	702
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Rosewell
<b>Headteacher</b>	Gill Pyatt
<b>Date of previous school inspection</b>	7 November 2006
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 28 lessons, and held meetings with governors, staff and groups of students. They observed the school's work, and looked at its policies and development plans, its analyses of students' attainment and progress, a sample of students' work, and other key aspects of performance. Inspectors considered the views expressed in 174 questionnaires completed by parents and carers. They also considered the views expressed in 120 questionnaires completed by students of the school and 42 responses from staff.

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

- trends in students' attainment and achievement since 2006
- the impact of leadership and management, focusing particularly on how well the school has addressed the points for improvement identified in the previous inspection
- the use made of assessment in teachers' planning to improve learning.

## Information about the school

Barnwood Park Arts College is a smaller-than-average comprehensive school for girls. The proportion of pupils eligible for free school meals is above average, as is the proportion who have special educational needs and/or disabilities. About one fifth of the pupils are from minority ethnic heritages and many of them speak English as an additional language, although few are in the early stages of learning English.

**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**

**3**

## Main findings

Students' achievement is satisfactory. Although progress in specialist subjects is good, students make satisfactory progress overall during their time in the college to reach standards that have been broadly average by the end of Year 11 for the last three years. The college is acutely aware that too many students of average ability make only expected progress, and have not been given enough support to improve their achievement. The progress made by students with special educational needs and/or disabilities, in contrast, is good because they benefit from good individual support in class. The curriculum has been adapted adequately to meet students' needs. A growing range of vocational courses using partner schools is available at Key Stage 4, and the college has good plans to extend its alternative curriculum further. A high number of students from all year groups participate in a wide range of extra-curricular activities. The headteacher has addressed issues arising from the previous report so that middle managers are now supported better to enable them to focus on raising attainment and achievement, but some of these developments have not yet made a positive impact on students' performance. There are already signs of improvement in some subjects where students take examination modules early and where there has been a focus on improving the quality of teaching. Despite this, there is not enough good or better quality teaching with suitably challenging work to ensure that students make good progress in all subjects. Teaching is thus satisfactory, even though there are examples of outstanding practice in the school. The quality of teachers' assessment is inconsistent and in some subjects information about the students is not used well enough to plan lessons that stimulate and challenge all ability levels. Although most students are aware of their targets, in some subjects they often do not know what they need to do to improve.

The headteacher and senior staff know the college's strengths and weaknesses and key weaknesses are being tackled, but this process has not yet led to improvements being consistently well embedded across the college. Good systems for the monitoring and evaluation of students' progress now highlight any underachievement. However, the leadership and management of teaching lack rigour and have not led fast enough to better teaching in areas where there are weaknesses. The sharing of good practice is undertaken satisfactorily within faculties and most subjects, but senior leaders have not sufficiently explored how to use this expertise to make improvements across the whole college. The majority of the staff say they know what they are trying to achieve as a college and are enthusiastic about planned changes, though a minority think the college needs to tackle improvement issues more urgently.

College leaders are beginning to work well in partnership with a growing number of

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other agencies to give support and care to students and to offer courses that are better suited to their needs and interests. The governors challenge the leadership of the college to achieve its priorities, and have helped to ensure that improvements have been made since the last inspection in some aspects of leadership and management. The college has satisfactory capacity to improve further.

**What does the school need to do to improve further?**

- Within the next year, increase the rate of progress for all learners, and especially those of average ability, by:
  - using assessment information about individual students more effectively to plan lessons that meet the needs of all learners
  - making sure that students know clearly what they need to do in order to improve their work and move from one level to the next
  - improving the leadership and management of teaching and learning so that the college has a more accurate picture of the quality of lessons, taking robust and effective action to address areas of weaker performance in teaching, and encouraging the sharing of good practice that already exists within the college.

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

Students generally enjoy college and usually behave well in lessons and elsewhere. They listen well and willingly become involved in activities. They show that they can work independently but are also good at working together. In some lessons, students are keen to learn and when offered challenging activities they make better- than-expected progress. Where the teaching is less effective, most students, and especially those of average ability, work at a much slower pace and that is why achievement is satisfactory overall, even though focused support for students with special educational needs ensures that they consistently make better progress than their peers. Students show a good knowledge and understanding of how to stay safe and they take an active part in their college community. Students said that the college council worked slowly and did not respond to their ideas quickly enough. Many participate in out-of-college activities and in additional opportunities offered through specialist status to contribute to the community through dance and artistic activities, for example. Students show their excellent social and moral development in the way that they support each other and in their self-discipline in and around college. They are given many opportunities in class to reflect sensitively on artistic, moral and global issues. Themed days, which are followed up in lessons afterwards, give students the opportunity to understand different cultures extremely well. Students have above-average levels of attendance and are very punctual. These experiences and habits, together with a good work experience programme and the increasingly vocational curriculum, give them good skills and knowledge that will be useful to their future life in education and in the workplace.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

In most of the lessons seen during the inspection there were good relationships between teachers and students. The best teachers have good subject knowledge and use information and communication technology well to make lessons more interesting and to motivate their classes. These teachers made sure the students understood what they were expected to learn and checked how well they were doing during the lesson. Teachers used what they knew about the students to set them challenging targets and activities and gave them detailed feedback so that they knew how to progress. However, some lessons were not so stimulating. In these lessons teachers did not make best use of their subject knowledge or make use of assessment information to deliver lessons that effectively built on what the students already knew. These lessons did not contain sufficient levels of challenge, especially for students of average ability.

The inclusive nature of the college is demonstrated by the way the curriculum is now being reviewed to make sure it better fits the needs and interests of the students. The college's arts specialism has contributed extremely well to the creative ways in which the curriculum is delivered in some subject areas. The college is right to conclude that in the recent past its curriculum has not helped all students to attain better results. Plans to offer a better balance of academic and vocational courses for all ability groups are to be implemented in the near future. The college has made good use of links with other schools in the area to widen the range of courses offered. The curriculum is enhanced

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<sup>1</sup> 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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by a broad range of after-college activities that contribute positively to students' good personal development.

Students make a smooth transfer to the college in Year 7 because good transition arrangements are in place. The pastoral team is strong and the staff care about and know their students very well. Heads of year and middle leaders are beginning to monitor the progress of students more rigorously, enabling individual packages of support to be put together to help more students make better progress.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher, senior staff and governors acknowledge that the middle and subject leaders, while increasingly confident and committed, are not yet ensuring that school improvements are embedded securely across the college. Better assessment and tracking procedures have been introduced and these are beginning to be used confidently by faculties and subjects to judge how well students make progress, but this has yet to result in marked improvement in the rate of progress made by learners. Current monitoring procedures for evaluating the quality of teaching are not yet leading to clear messages about how teaching can be improved across the school. The good and outstanding teaching practice in some subject areas is not being used well enough to build good practice in other subjects where teaching is weaker. The effectiveness of the college's good procedures for tackling any form of discrimination and ensuring the effective promotion of equality is seen in the good quality of care and the links the college has established with other schools, such as the nearby Gloucestershire Islamic Secondary School for Girls.

The headteacher has been successful in developing a cohesive college community and is now working with its partners to make provision better for the students. The headteacher has worked very hard and with some success to engage those parents who have had limited links with the college. The college has a good understanding of the community it serves, but it has yet to evaluate effectively the impact of its provision to promote community cohesion. It has successfully reinforced attitudes and skills in its students that will enable them to play an active role in any future community of which they are member. As a result, students enjoy experiencing new cultures and different ways of life.

Safeguarding procedures are secure. Child protection procedures meet statutory

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requirements and the college works well with a wide range of professionals and college partners to safeguard and support students on and off the college site. The college provides satisfactory value for money.

*These are the grades for leadership and management*

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

## Views of parents and carers

Most parents and carers are happy with their children's experiences in the college. They feel that their children enjoy college and feel safe, make progress and are well prepared for the future. They have confidence in the teachers and in the leadership of the college. A few parents report some incidents of bullying but a large majority feel these incidents are dealt with effectively and that their views and concerns are taken into account. Inspectors confirm most of these views, but feel that students could make better progress if teaching were more consistently good across the school.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barnwood Park Arts 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 13 statements about the school.

The inspection team received 174 completed questionnaires by the end of the on-site inspection. In total, there are 702 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	28	111	64	13	7	2	1
The school keeps my child safe	47	27	116	67	7	4	1	1
The school informs me about my child's progress	49	28	117	67	6	3	2	1
My child is making enough progress at this school	47	27	106	61	17	10	2	1
The teaching is good at this school	41	24	112	64	12	7	3	2
The school helps me to support my child's learning	26	15	120	69	22	13	4	2
The school helps my child to have a healthy lifestyle	22	13	122	70	22	13	1	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)	23	13	118	68	12	7	0	0
The school meets my child's particular needs	33	19	120	69	15	9	1	1
The school deals effectively with unacceptable behaviour	35	20	105	60	18	10	7	4
The school takes account of my suggestions and concerns	18	10	114	66	19	11	4	2
The school is led and managed effectively	33	19	118	68	13	7	3	2
Overall, I am happy with my child's experience at this school	56	32	104	60	12	7	1	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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



30 November 2009

Dear Students

Inspection of Barnwood Park Arts College, Gloucester GL4 3QU

I would like to thank all of you who spoke to us during the inspection and completed the questionnaires. Inspectors appreciate the help you gave us and were impressed by how mature you were. I am writing to you to tell you about our inspection findings.

Barnwood Park is a satisfactory college overall. This is because you make satisfactory progress, and you get the results that you were expected to get. The college has many good features which you should be pleased with.

The college takes good care of you. You told us you feel safe and there is always someone to turn to when you need help. We were impressed by your regular attendance and punctuality. You work well together and show respect for each other, and that makes the college an interesting place to be. Most of you work hard in lessons, although we took note of what you said about some lessons being less enjoyable when activities are not stimulating and some students behave less well. It is also good to see that you involve yourselves in a wide range of activities that help the college and the community. We think your social, moral, spiritual and cultural development is outstanding.

The headteacher and all the staff work hard to make the college a better place to be, and they know where further improvements can be made. To help with this we have asked them to make sure that:

- teachers plan their lessons so that all of you are really challenged to make better progress
- you know exactly what you need to do in order to move from one level to the next
- teaching is consistently good across the college.

You can help by asking teachers for more support if you are falling behind. Thank you again for helping us with the inspection of your college. We enjoyed spending the two days with you and wish you every success in the future.

Yours sincerely

Peter Limm

Her Majesty's Inspector

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