

Fiddlers Wood Lane

Inspection report

Unique Reference Number	134036
Local Authority	South Gloucestershire
Inspection number	341421
Inspection dates	11–12 November 2009
Reporting inspector	Peter Sanderson 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	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	923
Appropriate authority	The governing body
Chair	Claire Emery
Headteacher	Dave Baker
Date of previous school inspection	3 October 2006
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors visited 33 part lessons, and held meetings with governors, staff and groups of students. They observed the school's work, and looked at the school's self-evaluation and planning documents, policy documents, students' books, 265 parental questionnaires, and staff and student questionnaires.

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

- Whether teaching is consistently strong across the school so that students are making at least good progress and attaining high standards in all subjects.
- How well teachers use information about students' previous learning to provide the right level of challenge for all.
- Whether students are given clear advice about how well they are doing and what they need to do to improve.
- Whether leaders and managers at all levels in the school are clear about their roles and responsibilities and are taking effective and consistent action to raise standards.

Information about the school

Bradley Stoke Community School is an average sized secondary school. It opened in new buildings in September 2005 and the first cohort of students are now in Year 11. Most students are of White British heritage and the number of students whose first language is not English is well below the national average. The number of students eligible for free school meals is below that found in most schools. The proportion of students who have special educational needs and/or disabilities is similar to the national average, although the percentage with a statement of special educational need is above average. The most commonly identified of these needs relate to emotional and behavioural difficulties and speech, language and communication difficulties. The school shares many facilities with the local community. The school achieved specialist status in languages and performing arts in September 2008.

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?

1

The school's capacity for sustained improvement

2

Main findings

This is an outstanding school. Its real strength lies in its inclusive and welcoming ethos. The headteacher has provided the school with outstanding leadership and he is well supported by a skilful and effective leadership team. Together they have created a clear vision for the school which is shared by all staff. They have been successful in establishing the school at the heart of the community and ensuring that students of all abilities and from all backgrounds are happy and achieve well.

The school has significantly increased in size since it was last inspected, with three new year groups joining and a large number of new staff. During this period of rapid change the senior leadership team has successfully put in place policies, procedures and structures to ensure that there has been a continuing drive for excellence. Expectations in the school are high and students are set challenging targets. The progress of students towards these targets is monitored well and those students who are identified as underachieving are provided with effective pastoral and/or academic support.

The school provides a very good environment for learning. Students are exceptionally well cared for and safeguarding arrangements are exemplary. As a result, students feel extremely safe and say how much they enjoy the friendly atmosphere around school. Behaviour is excellent and students' high level of enjoyment of school is evident in their well above-average attendance. The school's ethos encourages a sense of purpose that supports the students' outstanding spiritual, moral, social and cultural development.

Teaching is good. The most skilled teaching challenges students well through engaging activity, high-quality questioning and reflection on their own and others' performance. In these lessons teachers plan what students are to do based on a firm understanding of what they already know and what next steps they need to take. However, this best practice is not yet applied consistently across the school. As a result of the good teaching they receive, students make good progress, reaching levels of attainment that are above the national average. Students know their targets and the level or grade at which they are currently working. Most teachers provide students with good written advice about how to improve their work. However, the quality of advice they receive varies across the school and students are not always clear about what they need to do to improve.

The range of courses in Years 10 and 11 and the flexibility of programmes for learning enable the curriculum to serve the needs of students extremely well. The school exploits its partnerships exceptionally well, particularly through links with local schools and a college to extend the range of courses it offers in Key Stage 4, its links with external agencies and its work with parents. The school's focus on improvement through rigorous

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monitoring of students' achievement and targeted support ensures it has a good capacity to improve. Senior leaders have an accurate picture of the strengths and areas for development for the school and plan well for improvement. Senior leaders are supported well by middle leaders. However, some are new in post and developing in their effectiveness. The school's focus, through its specialism, on developing students' communication and performance skills is having a positive impact on their achievement and personal development across the curriculum.

What does the school need to do to improve further?

- Improve the overall quality of teaching from good to outstanding by ensuring that:
 - all teachers use assessment data to set suitably challenging work for all students
 - teachers' questioning not only checks students' knowledge but delves further and develops and deepens their understanding
 - all teachers mark students' work regularly and give clear and helpful written advice about how to improve
 - effective strategies are implemented to share the best practice that exists in the school so that all teachers understand what makes a lesson outstanding.

Outcomes for individuals and groups of pupils**1**

All students, including those with special educational needs and/or disabilities, made at least good progress in the majority of lessons observed. Students understand that teachers want them to do as well as they can and they respond well by working hard and becoming actively engaged in the activities provided for them. They are keen to participate in lessons by both asking and answering questions.

The attainment of students on entry to the school is broadly average. The standards attained by students in the 2008 Key Stage 3 National tests, which are yet to be validated, were well above average in English, mathematics and science. Teacher assessments indicate that Year 9 students attained above-average standards in 2009. However, there is variation in the standards attained in different subjects. For example Key Stage 3 specialist school targets were attained in music and drama in 2009 but were not attained in modern foreign languages. Effective action is being taken to raise attainment in this subject. Year 10 modular examination results and teacher assessments indicate that students currently in Year 11 are making good progress in their learning and are on track to attain above-average standards in examinations at the end of the academic year.

The school is preparing students exceptionally well for the future. They are attaining above-average standards in English, mathematics and information and communication technology (ICT), and in developing personal skills of responsibility, punctuality and the ability to work in teams extremely well. Students are ambitious and keen to do well. There is a calm, businesslike atmosphere in the school and relationships between

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students and with teachers are very good. Students behave extremely well in lessons and around the school; they are courteous and friendly. Exclusions are rare. Students feel extremely safe in school. They say that incidents of bullying are rare. Students have an excellent understanding of how to stay healthy. They eat well at lunchtime, choosing from a range of healthy foods. Many students walk and cycle to school and there is high a level of participation in sports.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The following are the features seen in the good and better lessons observed by inspectors:

- Teachers have good subject knowledge and a good understanding of test and examination requirements.
- Lessons are well planned, clearly linked to the intended learning outcomes and contain a range of engaging activities.
- Assessment information is used well to ensure that the work set meets the needs of the different abilities of students in the class.

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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- Teachers are enthusiastic about their subject, energetic in their lesson delivery and actively encourage students' enjoyment of learning.
- Teachers know students well and there are good relationships in lessons.
- Students with challenging behaviour are managed well, and kept motivated and on task.
- Teachers make effective use of ICT resources to engage students and maintain pace to lessons.

Although the majority of the teaching in the school is of this standard, this is not consistently the case. In a small minority of lessons teachers do not pitch activities closely enough to students' levels of ability. Activities can lack challenge and students become disengaged. Some of the questioning used by teachers only checks students' knowledge and requires only one- or two-word answers. Opportunities to ask more searching questions that check and develop students' understanding are sometimes missed. Most work is marked well and gives good advice to students about how to improve, but this is not consistently the case.

The leadership team has been innovative in its development of the curriculum and this meets the needs of students extremely well. There are opportunities for students to start GCSE courses earlier, for example in science. There is a very broad range of both academic and vocational courses in Years 10 and 11. These courses provide for the full ability range in the school and also cater for different styles of learning. This range of courses is extended well through links with local schools and a college. The school's 'session 16' days deliver personal, social, emotional and health issues in an imaginative manner and provide real opportunities for students to develop workplace and enterprise skills. There is a very good range of after-school clubs and activities, and these are well attended and positively contribute to students' personal development.

Systems to care for, support and provide guidance to students are excellent. The particularly sensitive and very well-managed support for students with disabilities is exceptional and the needs of vulnerable students and those with special educational needs are particularly well met. This well-targeted support, enhanced by excellent links with external agencies, has enabled them to make the very best of opportunities provided by the school and access all that the school offers, so that they achieve well. Students know they are respected and valued as individuals and have great confidence in the advice that the school can offer. Access to high-quality careers education enables students to make sensible decisions about their futures. The provision for encouraging good attendance is well planned and very effective.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

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How effective are leadership and management?

The headteacher provides the school with very clear and effective leadership. Together with the strong senior leadership team he has demonstrated a capacity to motivate and inspire staff, leading to a shared sense of purpose among all those who work in the school. The governors have worked extremely effectively and closely with the headteacher and senior staff in developing the strategic direction for this new school. Governors have robust systems for monitoring and evaluating the work of the school and they provide very effective challenge and support to the school's leaders.

The quality of middle leadership is variable. Although there are some strong leaders, there are others who currently lack experience. As a result the quality of monitoring of provision is not as rigorous or sharply focused as it needs to be in all subject areas.

The school places the promotion of equality of opportunity at the heart of all its work. There are excellent systems in place to monitor students' attainment and evaluate the progress of individuals and groups of students. Effective action is taken by the school to ensure that all students are given the best opportunities to succeed.

The school meets all government requirements for safeguarding and child protection. Exemplary systems for securing effective safeguarding procedures and effective training ensure that staff are well briefed and kept up to date. Additional training by key staff has ensured that the arrangements for recruiting staff are a particular strength.

The school makes a strong contribution to community cohesion. The impact of its work is felt very strongly within the school and students from different backgrounds get on with each other. There are also effective links with other countries through the work undertaken with schools in India and Japan. However, the school recognises that more could be done to promote community cohesion within its local community.

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	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2

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The effectiveness with which the school deploys resources to achieve value for money	1
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Views of parents and carers

The very large majority of questionnaires received from parents/carers were supportive of the school. Some parents raised a concern about how staff deal with unacceptable behaviour. However, inspectors judged that the behaviour of the vast majority of students is outstanding. Staff manage the behaviour of the few students who find it hard to concentrate in lessons very well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of students registered at Bradley Stoke Community School 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 265 completed questionnaires by the end of the on-site inspection. In total, there are 923 students registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	27	162	61	27	10	1	0
The school keeps my child safe	99	37	158	60	3	1	0	0
The school informs me about my child's progress	92	35	138	52	22	8	6	2
My child is making enough progress at this school	75	28	143	54	26	10	7	3
The teaching is good at this school	68	26	165	62	14	5	3	1
The school helps me to support my child's learning	59	22	152	57	34	13	5	2
The school helps my child to have a healthy lifestyle	57	22	175	66	23	9	1	0
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)	67	25	149	56	22	8	4	2
The school meets my child's particular needs	71	27	150	57	25	9	9	3
The school deals effectively with unacceptable behaviour	85	32	127	48	32	12	13	5
The school takes account of my suggestions and concerns	44	17	155	58	37	14	13	5
The school is led and managed effectively	84	32	134	51	28	11	6	2
Overall, I am happy with my child's experience at this school	89	34	143	54	24	9	9	3

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.



13 November 2009

Dear Students

Inspection of Bradley Stoke Community School, Bradley Stoke, Bristol, BS32 9BS

Thank you for being so welcoming when we came to inspect your school recently.

We very much enjoyed our discussions with you. Now that we have finished the inspection, we wanted to let you know our findings. We judged your school to outstanding. The main strengths of the school are summarised below:

- Your school has a welcoming, friendly ethos. You enjoy school and the behaviour of the vast majority of you is outstanding. As a result your attendance is well above average.
- You are taught well and make good progress. This ensures you are attaining levels and grades in tests and exams that are above average.
- Your headteacher leads the school extremely well and he is very well supported by senior staff.
- Relationships with teachers in lessons are good and you willingly become involved in the activities they provide for you.
- You are exceptionally well cared for and supported by staff. This ensures that you feel extremely safe in school.
- You are provided with a wide range of both academic and vocational courses in Years 10 and 11 that are tailored to meet your particular needs, interests and learning styles.
- The school provides a wide range of after-school clubs and activities. It was good to hear that many of you take advantage of these opportunities.

In many of your lessons teachers provide you with challenging, engaging activities and ask you interesting questions that check and develop your understanding of new ideas. They also mark your books regularly and give you helpful feedback about how to improve. We have asked the school's leaders to ensure that more of your lessons are like this so that you make good or outstanding progress in all of your lessons.

You can help by continuing to become actively involved in activities arranged for you by staff.

We wish you all good luck for the future.

Yours faithfully

Peter Sanderson

Her Majesty's Inspector

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