

Bishop Perowne CofE College

Inspection report

Unique reference number	138107
Local authority	Worcestershire
Inspection number	399577
Inspection dates	14–15 May 2012
Lead inspector	Michael Miller

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

Type of school	Academy
School category	Voluntary aided
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	947
Appropriate authority	The governing body
Chair	John Bailey
Headteacher	Julie Farr
Date of previous school inspection	17 June 2009
School address	Merriman's Hill Road Worcester WR3 8LE
Telephone number	01905 746800
Fax number	01905 746800
Email address	info@bishop-perowne.worcs.sch.uk

Age group	11–16
Inspection date(s)	14–15 May 2012
Inspection number	399577



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Michael Miller Additional Inspector

Raymond Biglin Additional Inspector

Keith Shannon Additional Inspector

Patricia Barford Additional Inspector

This inspection was carried out with two days' notice. During the inspection, 40 lessons, over 19 hours of teaching, involving 36 teachers, were observed. Lesson observations were held jointly with all seven members of the school's senior leadership team. Discussions were held with the senior leadership team and a number of subject leaders and other middle leaders. Meetings were held with a group of partner primary headteachers, the school's improvement advisor, a group of teaching assistants, office staff and representatives of the governing body. Groups of students, selected by the inspection team, were interviewed. Many other opportunities were taken to talk with the students and to hear younger students read. Inspectors observed the school's life and work and looked at a wide range of school documents including: development plans; policies; self-evaluation reports; monitoring files; safeguarding and curriculum materials; information for parents and carers. Governing body documentation was examined, including the headteachers' reports to the governing body and other reviews of the school's performance. Inspectors analysed the 56 responses to the parental and carers' questionnaires.

Information about the school

The school is average in size compared with other secondary schools. It became an academy on 1 May 2012. The school has a specialism in the performing arts. The proportion of students known to be eligible for free school meals is average but increasing. The percentage of disabled students or those with special educational needs, (including those supported by school action plus or with a statement of special educational needs) has been rising and is above average. A third of these have social, emotional and behavioural needs. Most students are of White British heritage. The proportion from minority ethnic backgrounds, or who speak English as an additional language, is below average. The school meets the current floor standard which sets the government's minimum expectations for the attainment and progress of students by the end of Year 11. The school holds the Artsmark Gold award and the Leading Parent Partnership award.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Since its 2009 inspection, there has been a steady improvement in students' successes in national examinations. In 2011, most Year 11 students gained above average results. School data, and examination successes already achieved for 2012, show this trend has continued. Students' progress and achievement are good. The school is not yet outstanding because students' learning, although good, is not consistently outstanding.
- Teaching is good. Specialist performing arts status plays a significant role in the school's life and work. Much of the learning and teaching judged outstanding were seen in arts subjects. Students are motivated consistently well by such subjects, and involvement and enjoyment levels are high. The performing arts make a major contribution to students' spiritual, moral, social and cultural development, helping set benchmarks for the school's approach and ethos.
- Behaviour and safety are good. Almost all students say they are happy to come to school. They recognise their teachers have much to offer. Attendance has improved significantly and is above average. Attitudes to learning are good; students confirm they feel safe in school.
- Leadership and management are good. Through the leadership of teaching and the management of performance leaders are refining teachers' skills. This is improving the teaching. However, opportunities for students to discuss their work and ideas remain inconsistent. Students' progress is tracked well, but the system does not always make it easy for teachers to compare students' performance against national data.
- The school is taking steps to cater for increasing numbers of disabled students and those with special educational needs. However, not all teachers plan sufficiently well to take specific account of individual students' learning needs during lessons. On occasions, partnership between teachers and teaching assistants in the assessment of pupils' learning and progress is not always

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

developed sufficiently.

What does the school need to do to improve further?

- Extend the school's effective work to increase the proportion of outstanding teaching, and help students to be even more ready to learn by:
 - strengthening the ways all leaders communicate their understanding of what constitutes outstanding learning and teaching
 - ensuring an increased consistency of involvement of students in talk and discussion across all lessons and subjects
 - ensuring the school's good tracking system is extended further to provide teachers with progress data related more closely to national benchmarks.
- Enhance the school's provision for disabled pupils and those with special educational needs in class lessons by:
 - implementing fully, by September 2012, its planning to increase provision to meet the needs of such students
 - ensuring teachers plan lessons to take more specific account of the learning needs of all individual students
 - developing the partnership between teachers and teaching assistants in the assessment of students' learning and progress throughout lessons.

Main report

Achievement of pupils

Most parents, carers and students responding to their questionnaires correctly consider that their children make good progress in school. Students' attainment on entry to Year 7 is average; school and examination data show they have made good progress to gain above average standards overall by the end of Year 11. In spite of some staffing instability in the English and mathematics departments, the proportion of students achieving, and currently on track to achieve, five or more higher grade GCSE passes, including English and mathematics, is above average. In 2011 students achieved particularly well in English literature with a much higher than national proportion gaining A to A* passes. Students continue to achieve well in modern foreign languages, humanities subjects and the performing arts.

Opportunities for performance through the school's specialist status benefit students well and boost their confidence. Students express themselves and their ideas well both orally, when given the opportunity, and in writing. A few younger students may be more hesitant readers, but they gain in skills and confidence as they move through the school, and their literacy skills are secured. Students usually grasp the opportunity for discussion and debate during lessons, and when doing this show good levels of maturity. In a Year 11 history lesson on the Treaty of Versailles, very

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

effective discussion groups led to outstanding short dramas exemplifying how various leaders responded to the treaty. There was some outstanding self-evaluation by students in a Year 8 music lesson exploring how music creates tension in a film score. Students' own helpful, critical and analytical evaluations helped to accelerate their progress in both composition and performance.

The needs of disabled students and those with special educational needs cover a very wide range, but almost all make at least satisfactory, and most good, progress given their individual requirements and personal circumstances. Discussions with such students, and school data, confirm the often significant value the school adds to their personal and academic development through the specialist support it offers. Intervention work often not only helps students to consolidate their learning but also gives them the confidence to undertake new tasks. However, their progress in mainstream lessons sometimes falters because planning is not sufficiently aligned to their needs. The indications from data and inspectors' lesson observations are that any gaps in attainment are narrowing, including for the increasing numbers of students known to be eligible for free school meals.

Quality of teaching

The headteacher and governing body have high expectations of their staff. Good working relationships stem from equally positive, mutual expectations between teachers and students. Most teachers communicate their love of their subjects and demonstrate good, professional knowledge and understanding. Occasionally, in the satisfactory lessons, teachers simply talk too much and there is not enough opportunity for more in-depth discussion and debate amongst the students. However, students rise well to the challenges set in most lessons. Most parents and carers agree that their children are taught well. However, a few have expressed some continued concern over the impact of past staffing changes in English and mathematics. The school has shown good success in resolving these.

Teachers generally show a good awareness of the different groups of students in their classes, including those who may be gifted and/or talented. However, the incorporation into class lesson planning of provision for disabled students and those with special educational needs is inconsistent. There is some variation in the quality of the partnership between teachers and teaching assistants. This relates particularly to their respective responsibilities for the assessment of students' learning and progress, and the ways they share this information.

Outstanding teaching can be seen in the performing arts. Teachers in these areas make a significant impact on the social, cultural and spiritual life of the school. In an outstanding Year 8 dance session, detailed lesson planning, tailored to individual need, and highly effective monitoring and support, led to accelerated learning. Students produced movement sequences of high quality, not only because they developed the confidence to do so, but also because they enjoyed the lesson so much, and supported each other so well.

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

Behaviour and safety of pupils

With rare exceptions, students exhibit good attitudes to learning. They engage readily with their work and respond positively to teachers' requests and expectations. Students manage well not only their own behaviour and safety but also that of others. This was exemplified in a Year 10 personal, social and health education lesson where students made thoughtful, reflective observations regarding teenage relationships. There was good consideration of the consequences of an individual's actions on others, their reputations, sexual health and safety.

The school has an inclusive approach and a fine track record of accepting students, whatever their circumstances and previous educational experiences. A few students find it difficult to manage their own behaviour consistently well throughout a school day. A few parents and carers have expressed concerns about this. However, the overall quality of teaching and the pastoral system ensure any disruption is minimal. The way any potential incidents are dealt with is often unobtrusive. Students say they feel safe in school and all those returning their questionnaire confirmed this. While there are rare incidents of bullying, students confirm that any such matters are dealt with quickly. Discussions with students show they recognise that some behaviour, such as name-calling, is basically 'attention seeking'; this appreciation of human frailty reflects the quality of their spiritual, moral, social and cultural development. The need for exclusions has reduced significantly since the previous inspection. Discussions with students show that they feel they are treated fairly while at school and helped effectively to manage any personal difficulties.

Leadership and management

The governing body is well-informed about the school and its partnership with the school is effective. It provides a good level of challenge to the headteacher and other staff. Governors have been influential in promoting links with other faith groups to enable worship at the school. This openness to a multi-faith approach has been instrumental in helping raise students' understanding of the beliefs of others and their awareness of life in a multicultural society. This reflects the school's constructive approach to the promotion of equality and to tackling any potential discrimination. It continues the school's outstanding practice as identified in the 2010 Ofsted subject survey of citizenship.

Partnership approaches are important to the school and this was confirmed in discussions with a group of primary headteachers. Documentary evidence verifies well the impact of the school's partnerships with other agencies in support of students whose circumstances may make them vulnerable. The thoroughness of safeguarding in keeping students safe was confirmed during the inspection; statutory requirements are met.

The school has improved from satisfactory to being good; in this it has shown it has strong capacity for further improvement. Collectively, leaders demonstrate a secure understanding as to what constitutes outstanding learning and teaching. Staff

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

embrace enthusiastically new ways of working; they are willing to learn from others and hone further their teaching skills. A start has been made to enhance provision for disabled students and those with special educational needs, particularly through the development of learning support and nurture bases. The school has identified that its tracking system needs refining. Leaders are collaborating well on enhancing its capacity to compare students' progress with that of all students nationally.

A good curriculum ensures a balance of traditional, vocational and diploma courses aimed well at meeting individual students' needs and aspirations. A rich programme is available through the performing arts and activities included in the school's extended-day programme. These include 'master-classes' and extra languages such as Latin and Spanish as well as more traditional sporting activities. They make a strong contribution to raising attainment by ensuring an educational, supportive focus in addition to enhancing students' spiritual, moral, social and cultural development.

Since its previous inspection, the school has worked hard to overcome a number of challenges. These include the major staff changes in English and mathematics and the changing nature of the school's intake. The very well focused leadership and direction of the headteacher, supported by the expertise and determination of a good governing body, has helped to meet and resolve these challenges. Individual governors also contribute their personal and professional skills freely and effectively in support of the school. High expectations have been laid down by leaders at all levels. Quality assurance, including performance management, is secure; staff have proved themselves open to accountability and continuous professional development. As one teacher said, 'If things go wrong they are not ignored; new strategies are discussed and we try again. I think this is a huge strength and shows the commitment of the staff to the students we teach.'

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.

16 May 2012

Dear Students



Inspection of Bishop Perowne CofE College, Worcester, WR3 8LE

Your school is a good school. We would like to thank you for the very open welcome you gave to us. We appreciated the very considered ways by which you helped us to understand your school, both through your responses to the student questionnaire and in our conversations with you.

Together, the staff at your school have secured good improvement since the previous inspection, and these are some of the things we found are best about you and your school. You make good progress to gain above average standards in most subjects. You are able to achieve this because you receive good teaching which helps you to learn well. Some of your learning and teaching, especially in the performing arts subjects, is excellent. Almost all of you behave consistently well. You have good attitudes to learning and apply yourselves well to tasks in lessons. You told us you enjoy school and your attendance has improved to be above average. Your headteacher and governing body lead the school well. They are ambitious for your success as they see this as vitally important for your future lives and happiness.

Your headteacher and other leaders at your school have shown us that they understand well how to help your school to progress from being good to outstanding. We have asked them to ensure that all staff share and apply this understanding. To help you make even better progress, we have suggested that your school:

- implements fully, by next September, its plans to increase its support for those of you who find learning more difficult or have additional learning needs; this includes the ways teachers and teaching assistants work together to support you
- enhances teachers' good lesson planning by including more specific opportunities for you to discuss and debate your learning during lessons
- ensures the school's good tracking system is developed further to help your teachers compare your individual progress with other students nationally.

Your school motto is 'Growing together to be the best we can be.' Please continue in this as we know that you understand and appreciate well the importance of doing so.

Yours sincerely

Michael Miller
Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**