

## National Society Statutory Inspection of Anglican Schools Report

### The Bishop of Hereford's Bluecoat Church of England Voluntary Aided Primary School

Hampton Dene Road  
Tupsley  
Hereford  
HR1 1UU

#### Diocese: Hereford

LA: Herefordshire

Dates of inspection: March 17<sup>th</sup> 2006

Date of last inspection: December 2000

School's Unique reference number: 116991

Headteacher: Mr. A Marson

Inspector's name and number: Mr B Allaway Revd P. Massey

#### School context

The Bishop of Hereford Bluecoat School is a Church of England Aided school. It was formed in 1973 as a result of the union of two former secondary schools. It is a popular and successful school for pupils aged 11-16 and is situated on the outskirts of Hereford City. The school is a specialist college for science, mathematics and technology. It is also a training school and provides a programme of initial teacher training. There are 1,182 pupils on roll 25% of whom have special educational needs.

#### Summary Judgement

This is a very good school with some outstanding features. Well embedded Christian values and principles are at the heart of the school and give it a distinctive and inclusive ethos.

#### Established strengths

- Strong and effective leadership by the head, senior managers and pastoral leaders
- Well motivated pupils who achieve well
- A wide and varied range of clubs and enrichment activities
- Relationships are good and pupils feel valued
- Good opportunities for pupils' spiritual, moral, social and cultural development
- Regular support for worship by local clergy

#### Focus for development

The school's effective self-evaluation procedures have already identified the need to:

- Develop worship by giving further consideration to purpose, style and content.

#### How well does the school, through its distinctive Christian character, meet the needs of all learners?

The school's well articulated and distinctive Christian character, meets the needs of all learners very well.

The school's stated aim of providing a broad and balanced Christian education for all pupils is achieved successfully. Pastoral care is excellent. Teachers know the students well and relationships at all levels are good. Pupils are polite, feel valued and achieve well. Pupils with special education needs make good progress. Inclusion is strength of the school. Pupils talk readily and easily about the principles of Christianity; even those who are non-believers are keen to express their views. Pupils' spiritual, moral, social and cultural development is fostered well. Pupils respond very well to an impressive choice of extra-curricular activities. They actively support a range of charities, demonstrate real concern for the welfare of others and have a keen sense of moral values.

#### What is the impact of collective worship on the school community?

Collective worship has a satisfactory impact on the school community

The school has worked hard to provide the pupils with a variety of occasions for worship. Voluntary Holy Communion services are appreciated and supported by a significant minority of the pupils. These are dignified occasions and are organised well. Some pupils express an interest in having a greater involvement in this form of

worship. House assemblies do not consistently provide opportunities for the pupils to express ideas and opinions nor do they readily encourage pupils to participate. Tutor time assemblies such as 'Thought for the Day' are planned very well in some instances and are much appreciated by the pupils. However there is inconsistency in the way they are implemented across the school and good practice is not readily disseminated. A school Chapel is in the very early stages of development. Local clergy frequently lead school worship and appropriate emphasis is given to the celebration of the major Christian festivals.

**How effective is the religious education?**

The quality of teaching and learning in Religious Education is good

Inspection findings concur with the school's view that the teaching of RE is generally good and that progress in Key Stage 3 is better than in Key Stage 4. The subject is largely taught by specialist teachers. All pupils study RE and the department is seeking ways of further developing pupil motivation at Key Stage 4 by entering all pupils for a full course GCSE. A recently developed scheme of work, in line with the National Framework, is received well by the pupils, who enjoy discussing moral and contemporary issues. Pupils' work is generally presented and marked well and they are given guidance on what they need to do to improve their work. Religious education impacts positively on pupils' spiritual development and they gain a good understanding of Christianity, Islam and Judaism.

**How effective are the leadership and management of the school as a church school?**

The leadership and management of Bishop's School is outstanding.

The headteacher, leadership team and the heads of house provide very good role models for the pupils. The headteacher takes every opportunity to promote the Christian foundation of the school and as a consequence pupils can articulate what this means for them. The school's approach to self-review is rigorous and honest and has enabled the school to be very clear about its strengths and weaknesses. Aspects of RE and collective worship have already been identified for inclusion in an action plan. The school is very well supported by governors. Inspection evidence concurs with the accuracy of the school's self evaluation findings.

SIAS report March 17<sup>th</sup> 2006 The Bishop of Hereford's Bluecoat School  
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