

# Inspection of Bishop Wordsworth's Church of England Grammar School

Exeter Street, Salisbury, Wiltshire SP1 2ED

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Inspection dates: 15 and 16 November 2022

| <b>Overall effectiveness</b> | <b>Outstanding</b>   |
|------------------------------|--|
| The quality of education     | <b>Outstanding</b>   |
| Behaviour and attitudes      | <b>Outstanding</b>   |
| Personal development         | <b>Outstanding</b>   |
| Leadership and management    | <b>Outstanding</b>   |
| Sixth-form provision         | <b>Outstanding</b>   |
| Previous inspection grade    | Not previously inspected under section 5 of the Education Act 2005 |

Ofsted has not previously inspected Bishop Wordsworth's Church of England Grammar School under section 5 of the Education Act 2005. However, Ofsted previously judged Bishop Wordsworth's Church of England Grammar School to be outstanding, before it opened as an academy.

## **What is it like to attend this school?**

Pupils are proud to attend Bishop Wordsworth's. They feel safe and happy at school. Pupils say that the school has developed their confidence and interests beyond their academic studies. Parents and carers agree.

Leaders have extremely high expectations of pupils. Pupils strive to meet these, and behaviour is exemplary. Students in the sixth form relish being positive role models for younger pupils and take this responsibility seriously. There is a strong culture of respect, courtesy and community. This means that bullying is very rare. It is stopped quickly if it does happen.

Pupils develop their talents through the myriad of extracurricular activities. These include sports teams, several music clubs, and clubs for computer coding, philosophy and pottery. The tenets of the Christian faith are integral to the life of the school and contribute strongly to pupils' moral and social development.

## **What does the school do well and what does it need to do better?**

The curriculum is rigorous and ambitious for all pupils, with academic subjects at the heart. Leaders ensure that the curriculum is broad and that all subjects are valued as part of a balanced education.

Teachers have very strong subject knowledge. They use this to ensure that learning is matched well to pupils' capabilities. Leaders provide precise guidance for teachers to support pupils with special educational needs and/or disabilities. New knowledge builds effectively on what pupils already know. As a result, pupils remember what they have learned. Their work is of a high quality and most pupils take great pride in what they produce.

Leaders have allocated curriculum time to enhance pupils' reading. Pupils in Year 7 are encouraged to read across a range of authors, genres and time periods. Students in the sixth form value the reading lists shared with them for the course they study.

Assessment of pupils' learning is rigorous. Assessment aligns with the highly ambitious curriculum. Teachers correct pupils' errors and explain misconceptions so that pupils do not repeat them. Pupils are eager to take part in subject-specific mentoring. Younger pupils value the mentoring support they receive from sixth-form students. Pupils are motivated to learn as much as they can.

Pupils are valued members of the school community. They have a strong sense of loyalty to the school. Girls who join the sixth form feel welcomed and are quickly integrated into the school community.

Pupils learn about topics such as consent and healthy relationships at an age-appropriate level. This continues into the sixth form and prepares students well for

life beyond school. Many pupils become librarians, prefects, sports leaders, house captains and mentors. Through these roles they learn the value of active citizenship. The outdoors education programme, alongside many sporting activities, helps pupils to develop their leadership and teamwork and to be physically active.

Careers education prepares pupils well for life beyond school. Pupils get the impartial advice they need in order to choose the right courses and destinations. Sixth-form students applying to university get the help they need. Those applying to the most selective universities and courses receive further specialised support. While most students choose to go to university, they also receive useful information about other routes, such as apprenticeships. Guest speakers give pupils insight into many different professions, employment sectors and universities. The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Leaders, including governors, have great confidence in school staff. They trust staff to use their professional expertise to develop their areas of responsibility.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know how to identify changes in pupils' behaviour that may indicate that they are at risk of harm or may need help. Leaders have responded well to the increased concerns about pupils' well-being since the COVID-19 pandemic. They make appropriate referrals to other agencies when required.

Appropriate checks are carried out to ensure the suitability of all adults involved with the school.

Leaders adapt the curriculum to ensure that pupils know about potential risks and how to reduce these. Leaders have begun work to make it easier for pupils to report any concerns they have.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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|---|--|
| <b>Unique reference number</b>                    | 136500   |
| <b>Local authority</b>                            | Wiltshire  |
| <b>Inspection number</b>                          | 10199328   |
| <b>Type of school</b>                             | Grammar (selective)  |
| <b>School category</b>                            | Academy converter  |
| <b>Age range of pupils</b>                        | 11 to 18   |
| <b>Gender of pupils</b>                           | Boys   |
| <b>Gender of pupils in sixth-form provision</b>   | Mixed  |
| <b>Number of pupils on the school roll</b>        | 1,156  |
| <b>Of which, number on roll in the sixth form</b> | 356  |
| <b>Appropriate authority</b>                      | Board of trustees  |
| <b>Chair of trust</b>                             | Rebecca Harwood-Lincoln  |
| <b>Headteacher</b>                                | Stuart Smallwood   |
| <b>Website</b>                                    | <a href="http://www.bishopwordsworths.org.uk">www.bishopwordsworths.org.uk</a> |
| <b>Date of previous inspection</b>                | Not previously inspected   |

## Information about this school

- The school does not use any alternative providers.
- Bishop Wordsworth's Church of England Grammar School converted to become an academy school in February 2012. When its predecessor school, Bishop Wordsworth's Church of England Grammar School, was last inspected by Ofsted in December 2006, it was judged to be outstanding overall.
- The school is a Church of England academy. Its most recent Statutory Inspection of Anglican and Methodist Schools was in 2017. The next is due by 2025.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, governors and trustees.
- Inspectors carried out deep dives in English, mathematics, science, history and art.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the designated safeguarding lead, examined school records and discussed safeguarding cases.
- Inspectors considered responses to Ofsted's online survey, Parent View, and the views of staff and pupils in Ofsted's online surveys for staff and pupils respectively.

## Inspection team

|                                      |                         |
|--------------------------------------|-------------------------|
| Sarah Favager-Dalton, lead inspector | His Majesty's Inspector |
| Joe Ambrose                          | Ofsted Inspector        |
| Steve Smith                          | Ofsted Inspector        |
| Gill Hickling                        | Ofsted Inspector        |
| Mike Foley                           | Ofsted Inspector        |

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

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