



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bishop Stopford's School, Enfield	
Address	Brick Lane, Enfield, EN1 3PU

School vision
<p>Believe Strive Succeed</p> <p>Our vision is to provide an outstanding, inclusive and aspirational education for all children. We believe that everyone in our community is capable of achieving beyond their expectations by living each day in all its fullness; spiritually, physically, intellectually, emotionally and morally. We are underpinned by deep rooted values of respect, consideration, loyalty, responsibility and success. 1 Corinthians 12:12 'The body is one and has many members, and all the members of the body, though many, are one body.'</p>
School strengths
<ul style="list-style-type: none"> • The school's vision is absolutely central to all its work. All members of the school community are valued and supported to be the best version of themselves in all areas of school life. • Care for vulnerable students is exceptional. School leaders and staff work tirelessly to address the factors that limit the education and life chances of those who are disadvantaged. • Bishop Stopford's is a school in which discussion and enquiry about matters of faith is easy and natural. Students and staff of all faiths and none are supported in their spiritual development. • The quality of relationships in the school is excellent. Staff and students and are courteous and kind to each other and support each other with care. • Students are confident and articulate. They are proud of their school and willingly accept opportunities to lead and to influence school practices. • Collective worship is carefully planned and imaginatively supports the school's vision and values. It is rightly seen as important by all members of the school community.
Areas for development
<ul style="list-style-type: none"> • Embed the recent changes to the provision of religious education (RE), so that students can continue to make strong progress across all key stages. • Develop a shared language for spirituality across the school. This will ensure that the school's important contribution to students' spiritual development is amplified by being more readily apparent.
Inspection findings
<p>Bishop Stopford's School is a community where faith is taken seriously and lived out on a daily basis. It serves a community with high and increasing levels of deprivation. Leaders and governors have crafted the school's Christian vision carefully to ensure that it meets the needs of its community. It places hope, aspiration and a sense of belonging at the centre of the school's work. Leaders and staff are tireless in their commitment to support all students, particularly the most vulnerable, to achieve</p>

lives that are fulfilling beyond their expectations. The vision is supported by five values of respect, consideration, loyalty, responsibility and success. These are the centrepiece of the school's behaviour policy and strongly reinforced throughout the school. All students are challenged and encouraged to 'strive for five'. The focus on these values is highly successful in building the school community into a single body and promoting aspiration. Staff and students know and understand the biblical underpinning of the vision and values and see them as the bedrock of school life.

The Christian vision informs all the school's curriculum decisions. The curriculum has been designed to respond imaginatively to the needs of the student population, particularly the most disadvantaged. All students are taught how to explain themselves most effectively and study drama at Key Stage 3. This broadens their understanding of the world and gives additional opportunities to reflect, express themselves and listen. A number of students across all years are recent arrivals to the country. They are given intensive pastoral and language support. This enables them successfully to follow appropriate academic and vocational courses at Key Stage 4. The Sixth Form offers the opportunity to complete courses over three years if necessary. This means that students whose education has been disrupted can still progress on to further and higher education. The school is rightly proud that the proportion of Key Stage 5 students progressing to university is well above the national average. This is a direct result of the school living out its Christian vision.

The school has a rich extra-curricular programme including music, drama, sport and cultural activities. It is widely accessed by students. Leaders take particular care to ensure that disadvantaged students benefit from the broadened horizons that these extra-curricular opportunities bring.

The calendar of collective worship across the year reinforces the school's vision and five key values. It also celebrates key Christian festivals and other significant events. Weekly acts of worship for year groups are reinforced by form time worship each morning. All acts of worship are centred on a bible verse. Form assemblies are engaging and invite student discussion and response. Time is set aside for prayer and reflection on the theme of the day. It is clear from students' responses that collective worship makes a valuable contribution to their spiritual development. All students and staff attend a termly Eucharist, which has significant student involvement. These special times of communal celebration reinforce the school's vision and have a real impact on the spiritual lives of those who attend.

Students and adults who wish to practice their faith are given encouragement and ample opportunities to do so. A Christian group meets weekly and a room is set aside for prayer, which is used extensively by Muslim staff and students. A worship group frequently leads sung worship at school assemblies and performs at public events. The high quality and enthusiasm of their singing has a significant impact in creating an atmosphere of vibrant spirituality within the school. There is abundant evidence of spiritual development within the school community. However, the school does not currently have a shared language for spirituality. As a result, some opportunities to celebrate and develop the spiritual life of the school are missed.

The quality of relationships within the school is a significant strength. All members of the community are valued and treated with dignity. Students look out for each other and listen to each other with respect and interest. The school's behaviour policy prioritises rewards for good conduct. Teachers deal with instances of poor behaviour restoratively, with an emphasis on rebuilding relationships. Pastoral leaders work tirelessly and with great imagination to ensure that even the most troubled students can thrive in their education. Many staff talk of their work at the school as a calling. They know their students well and care for them deeply. Parents speak with gratitude about the care shown not only to their children but to themselves.

The wellbeing of both students and staff is given priority. A weekly meeting of pastoral staff identifies students who are experiencing particular difficulties. These students are given prompt and systematic support using both the school's own specialist staff and outside mental health practitioners. Staff also benefit from a culture that prioritises their wellbeing. They enjoy working at the school. They are encouraged to raise wellbeing and mental health concerns with their line managers, who invariably respond with practical support. Staff also have access to outside support in times of need. The school's clear focus on inclusion promotes the wellbeing of all those who may be marginalised for whatever reason.

In this vibrant and supportive environment, students willingly step up to leadership roles within the school. Prefects, councillors, diversity ambassadors and sports leaders enjoy the roles they play in influencing school policies and practices. They point with pride to specific elements of school life that they have changed. At present students are less involved as advocates for justice in the world beyond school.

RE is in a period of transition. The new teaching team has reformed the curriculum so that it offers good progression. At Key Stages 3 and 4, students study, in increasing depth, a wide variety of religions and world views alongside Christianity. All students, even those who are recently arrived in the country, are entered for GCSE religious studies. The new core RE syllabus in the Sixth Form is delivered through termly drop down days. On these days the normal curriculum is suspended and all students spend a whole day on dedicated RE activities. These days broaden and build on students' understanding gained from GCSE. There is provision for those who wish, to follow A level religious studies.

Teaching and assessment in RE are rigorous. As a result, students are now making good progress and know clearly how to improve. RE Lessons are carefully managed to enable students to discuss sensitive and controversial topics in a secure environment. The skill of subject teachers means that students' recall and understanding is very strong. One Year 7 lesson, earlier this year, where the nature of the Trinity was being discussed was remembered by several students as particularly exciting.

The school has a wide variety of mutually beneficial partnerships, which support it in translating its vision into reality. Local churches support collective worship and the Christian life of the school more widely. The gospel choir regularly sings for church and community events and at a local nursing home. The school is also actively engaged with the diocese, benefitting from training in spirituality and RE and providing a wealth of enrichment opportunities for local primary school pupils.

The inspection findings indicate that Bishop Stopford's School is living up to its foundation as a Church school.

Information			
Inspection date	11 March 2024 - 12 March 2024	URN	102052
VC/VA/Academy	Voluntary aided	Pupils on roll	735
Diocese	London		
MAT/Federation			
Headteacher	Tammy Day		
Chair	Lucy Burton		
Inspector	Andrew Wilcock	No.	2112