



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### **Bishop Stopford Church of England Voluntary Aided Secondary School**

Brick Lane, Enfield  
Middlesex, EN1 3PU

**Previous SIAS grade: Good**

**Current SIAMS grade: Outstanding**

**Diocese: London**

Local authority: Enfield

Date of inspection: 12 and 13 July 2016

Date of last inspection: November 2010

School's unique reference number: 102052

Headteacher: Paul Woods

Inspector's name and number: Pamela Draycott 161

#### **School context**

There have been significant school changes since the previous denominational report (November 2010). The percentage of students from ethnic minority backgrounds is now well above the national average and more students enter in Year 7 with below average attainment. The percentage for whom extra funding is received due to social disadvantage and those with special educational needs are also well above the national average. Within the student population a range of Christian and other faiths are represented alongside those with no faith. The headteacher leaves at the end of this term and the deputy headteacher, already serving at the school, will become the interim headteacher in September 2016.

#### **The distinctiveness and effectiveness of Bishop Stopford school as a Church of England school are outstanding**

- The clearly focused leadership of the current headteacher, ably shared across the senior leadership team, is plainly aimed at improving students' personal development and well-being and closely linked to their academic attainment and progress.
- The 'Stopfordian code' is an effective expression of the school's inclusive and explicit Christian ethos. This successfully promotes high expectations and leads to good attainment and progress overall.
- Openly based on the 'Stopfordian code, behaviour is exemplary. Students are polite, caring and resilient.
- Strong relationships lead to a purposeful atmosphere with a deep-seated sense of community. Students and staff are proud to belong to Bishop Stopford's school.
- Across Key Stages 3 and 4 and in the sixth form there are high standards of teaching, learning and progress in religious education (RE).

#### **Areas to improve**

- Embed working in partnership with local primary schools and with the wider local community so that Bishop Stopford school's Christian and inclusive ethos and values is widely shared.
- Create a space for peace, reflection and prayer in the school grounds to enhance opportunities for spiritual reflection outside as well as inside the school buildings.

### **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

Bishop Stopford's school's overtly Christian ethos provides a clear underpinning for all aspects of its life. Students and staff offer positive insights into how the 'Stopfordian code' impacts on them as individuals and as a community. This is based on their underpinning Christian principles of, for example, respect, consideration and striving. Students and staff are supported as individuals to flourish and develop. There is a deep sense of belonging. 'We are like a family' is a common refrain. Consequently, staff are united in giving their best and students are happy. This means that attendance is improving and exclusion rates have lowered significantly. Strong pastoral and support systems are in place. These include sixth formers mentoring younger students through the 'success lounge' programme. The school council has a pivotal role. Their views on the impact of the school's Christian ethos and other aspects of school life are taken seriously and acted upon. Behaviour is exemplary. On those few occasions where it falls short it is positively and consistently managed. Each lesson begins with the school prayer which clearly contributes to a calm and purposeful atmosphere for learning. As one student reflected, 'Saying the school prayer helps everyone concentrate'. Improved teaching and clear assessment practices means that the progress made by individuals, including the most vulnerable, is very strong. Progress in the sixth form is improving as matching students to the correct courses for them has been refined. In keeping with the school's Christian principles attainment and progress is strongly linked with personal development and well-being. Students are developing as focused learners who are polite and respectful towards each other, their teachers and the school environment. Enrichment and extra-curricular activities and trips successfully support the school's Christian ethos and celebrate the God-given gifts and talents of all. This includes, for example, sporting and musical talents. These activities enhance students' strong spiritual, moral, social and cultural (SMSC) development very well. SMSC opportunities are well planned for across the curriculum. Consequently, teaching appropriately helps students consider issues of spiritual and moral concern. RE is rightly recognised as 'definitely contributing' to the school's life and to students' personal development. Students positively value RE and how it helps them in developing an understanding of and respect for different beliefs and practices.

### **The impact of collective worship on the school community is outstanding**

Worship takes place daily in either year, tutor or house groups. From September 2016 there are planned opportunities for key stage worship to also take place. This shows that the worship programme does not stand still but adapts to meet the needs of its community. There is a detailed and very well developed programme for worship which is closely linked to the Church calendar of readings and to the 'Stopfordian code'. It also draws well on other school priorities and on current events. This helps students see the relevance of faith and religious belief in the world today. Through worship, with its explicit inclusion of biblical material, students have a developing and age-appropriate understanding of key Christian beliefs. This includes the importance of Jesus for Christians and the Christian belief in God as Father, Son and Holy Spirit. Daily worship is well extended by a regular Eucharist, led by local Anglican clergy and attended by students in year groups. There is also a voluntary Friday morning prayer session and Christian Union. A space for lunchtime prayer is provided for Muslim students and staff every Friday and every day during Ramadan. This is indicative of the school's inclusive character which values the spiritual development of all. Worship is exceptionally well planned by the chaplain, who is also a member of the senior leadership team. It supports the school extremely well in raising the aspirations of students and encourages thoughtful responses from them. They contribute to planning, leading and evaluating the worship programme very well. This includes the active participation of reading from the Bible, asking and answering questions, leading dramas and playing musical instruments. It also includes singing traditional and modern Christian music. The gospel choir makes a significant contribution to enhancing worship. These varied opportunities contribute to worship being both inspiring and respectful. Prayer is a regular, natural and important part of the school day. Students recognise its significance as a way of 'listening to and talking to God'. They know the Lord's prayer and the school prayer is central to school life. Those with no religious faith are respectful during times of prayer. For many, prayer shows a reliance on God which helps them in their daily life. The school chapel provides a quiet space for

reflection inside the building but such as space is lacking within the well-kept grounds.

### **The effectiveness of the religious education is outstanding**

The high standing of RE is embedded across the school. The curriculum time and resources allocated to RE are expressions of its importance. It is very well led and managed by a new subject leader. He, together with colleagues who teach RE, work in a collegiate and focused manner. Attainment across Key Stage 3 is broadly at or above national expectations. Attainment in Key Stage 4 is consistently above school, local authority and national averages. This means that students make at least good and often very good progress from their various starting points. Teaching is of a consistently high standard. It successfully focuses on ensuring effective student engagement. This leads to very good attainment and progress. Students respond positively and engage well with both the content and the learning activities. 'RE helps you think outside the box' was just one of the positive comments made by students. There is a good balance of activities between study addressing Christianity and other world faiths such as Islam and Buddhism; likewise units addressing key 'big questions' about spiritual, moral and ethical issues. Following whole school procedures, teachers mark students' work regularly. Assessment opportunities provides them with clear steps for further improvement. Attainment and progress for students following the A level Philosophy and Ethics course is good in relation to their starting points. The general RE which is part of tutor time, personal, social and health (PHSE) education and off timetable 'challenge days' provide good opportunities to support SMSC for sixth form students which they respond to positively.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The current headteacher's clear vision for an inclusive Christian school is deeply shared by senior leaders and governors. At its heart is enabling all to flourish in their 'unique place in God's world'. The structural and policy changes introduced over the past few years have been rightly driven by this vision. It continues to hold a central part in current practice and crucially in future planning. The deputy headteacher is to become the interim headteacher from September 2016. She is a central part of the team who have worked to develop the vision and improve the school since the previous denominational inspection. Staff at all levels are committed to this vision. They are very well supported in understanding and contributing to the school's Christian ethos. Periodic and induction training, line management and appraisal and performance management are well used to ensure that Christian ethos and values are lived out across the school. The chaplain has a central and positive role in supporting and leading on the continued development of the school's Christian ethos. Clear monitoring and evaluation procedures ensure that learning needs are well met. This includes data being used very positively to ensure appropriate interventions to support learning. Senior leaders and governors know the school well. This leads to accurate self-evaluation and to clear action planning. Arrangements for RE and worship meet statutory requirements. Key issues from the previous denominational inspection have been very well addressed. This has helped the school on its continued journey of improvement. Relationships with the local authority and the Diocese of London are strong and both support and challenge school improvement appropriately. The involvement of Anglican clergy from the deanery has deepened since the previous denominational inspection. This has a constructive bearing on the school's Christian life and on links with the local community. Parents are well informed about their children's education. They recognise and strongly support its Christian foundation, irrespective of their own faith position. More students are now wanting to attend the school. This is linked to improvements in behaviour and attainment. It is also connected to the increasingly positive engagement with local primary schools and with the local community more widely.

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