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Mrs Tammy Day  
Headteacher  
Bishop Stopford's School  
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Middlesex  
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Dear Mrs Day

### **Short inspection of Bishop Stopford's School**

Following my visit to the school on 19 June 2018 with Yvonne Chisholm, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in January 2015.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. Since your appointment as headteacher in September 2016 you have worked closely with governors and the leadership team. You are ambitious for all pupils. In 2017, pupils' overall attainment in GCSE examinations was strong. The proportion of pupils achieving a good pass in English and mathematics was significantly above national averages. Sixth-form students' outcomes in 2017 examinations in applied subjects showed strong progress from their starting points. Current students and pupils especially disadvantaged pupils are making stronger progress across almost all subjects because of the focused support you provide.

Pupils are proud of their school. They see themselves as part of a close school community. Pupils develop leadership skills both inside and outside school. Pupils said that through working with pupils from other local schools on a number of projects, they have developed social skills and established friendship with pupils from other schools.

You encourage your pupils to be proud of their diverse cultures and backgrounds. Pupils said that there is a 'sense of family' in their school. Staff provide support and care for pupils. Pupils know where to go for help. There is a calm orderly atmosphere around the school. Teachers manage any low-level disruption effectively. Pupils are keen to learn in this positive environment. They take pride in their work and they enjoy school.

## **Safeguarding is effective.**

You and senior leaders have ensured that all safeguarding arrangements are fit for purpose. Leaders ensure that all relevant checks on staff are carried out prior to their employment in the school. Governors have oversight of these checks and take their safeguarding responsibilities very seriously. All staff are trained effectively so they understand how to keep pupils safe.

Leaders are rigorous in checking that pupils are safe in alternative provision. There are robust procedures to ensure that pupils who leave the school between Years 7 and 10 are followed up carefully. You do this to ensure that pupils are not missing from education.

Pupils are taught how to keep safe and how to avoid possible local risks such as gangs and knife crime. Pupils, parents, carers and staff all agree that the school provides a very safe environment.

## **Inspection findings**

- Inspectors looked at pupils' progress in modern foreign languages and humanities. Pupils' attainment and progress from their starting points in these subjects in the 2017 GCSE examinations were below national averages.
- You have appointed new leaders and provided well-selected training for staff. Teachers are using new approaches to develop pupils' learning. However, it is too soon to see the impact of this training on pupils' progress in these subjects.
- Inspectors also considered the action taken by leaders to improve the progress of disadvantaged pupils. Disadvantaged pupils made less progress than other pupils across a range of subjects in 2017.
- You and the leadership team track disadvantaged pupils' progress carefully. You provide a range of additional support to improve pupils' progress. Leaders regularly review the impact of these activities to ensure that disadvantaged pupils are making strong progress. Current assessment information indicates that in key stage 3, disadvantaged pupils now make the same progress as other pupils across a range of subjects. In Year 10, disadvantaged pupils' progress is slightly behind that of other pupils but the difference is reducing.
- Inspectors also looked at the advice and guidance pupils receive in making choices for post-16 provision. Previously, fewer pupils from Bishop Stopford's school went on to education, training and employment compared with other schools. In 2017, a greater proportion of pupils than in previous years went on to sustained education or employment.
- Inspectors also explored how effective leaders have been in improving the quality of teaching of A-level courses. Pupils who sat A-level examinations in 2017 achieved outcomes which were below that of other pupils with the same starting points. You ensure that students' progress is tracked carefully. You have made sure that students who fall behind benefit from an effective programme of

additional support. Current students are well prepared for their examinations. As a result, students on A-level courses are making stronger progress this year.

- We also looked at how effectively leaders have improved attendance rates and reduced persistent absence, particularly for disadvantaged pupils, pupils who have special educational needs (SEN) and/or disabilities, and boys. We considered how successfully leaders have improved behaviour and reduced permanent exclusions. Attendance in previous years was at national average. However, some groups of pupils had much lower attendance than other pupils. In 2017, overall persistent absence rates were high.
- You and your leadership team use a range of strategies to improve attendance. You are active in identifying and supporting pupils with poor attendance. Boys, disadvantaged pupils and pupils who have SEN and/or disabilities have all improved their attendance rates. Persistent absence has also reduced. The attendance of White British pupils is an area for further improvement.
- Leaders use alternative providers for pupils who are at risk of permanent exclusion. Leaders track the progress of pupils in alternative provision closely. In the alternative provision, pupils receive support to help them to manage their behaviour. Most of these pupils make effective progress in improving their attitudes and conduct.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- they provide further training and support for leaders and teachers so that pupils' progress in modern foreign languages and humanities improves.
- they develop strategies to improve the attendance of White British pupils.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of London, the regional schools commissioner and the director of children's services for Enfield. This letter will be published on the Ofsted website.

Yours sincerely

Joan McVittie  
**Ofsted Inspector**

### **Information about the inspection**

Inspectors met with you, governors, a representative from the local authority, senior leaders, middle leaders, teachers and pupils. They reviewed documents relating to safeguarding, pupils' progress and attainment, and pupils' behaviour. Inspectors visited classes together with senior leaders and looked at pupils' work.

Inspectors considered 23 responses to Ofsted's online survey, Parent View, and 34 responses to the staff questionnaire. There was only one response to the pupil questionnaire.