

# Bishop Stopford's School

Brick Lane, Enfield, EN1 3PU

**Inspection dates** 8–9 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Sixth form provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Students' achievement has improved significantly since the last inspection. The proportion gaining five or more GCSE passes at grades A\* to C, including English and mathematics, is above average. Pupils make good progress in the school.
- Leaders are ambitious and determined. Leaders and managers, well supported by governors, have developed effective systems for checking students' progress and the quality of teaching. This has ensured rapid improvement.
- There have been particularly effective steps taken recently to improve behaviour. As a result, students' attitudes to others and to their learning are outstanding.
- Governors understand the details on the school's performance. They keep the school under constant review and challenge leaders to make further improvements.
- Teaching is usually good or better. Teachers are particularly effective in helping students know what they need to do to improve.
- The school is a safe place to learn. Students know how to keep themselves safe and seek help. Parents are confident their children are well cared for.
- The sixth form is good. Achievement in the sixth form has recently improved and students make good progress. They contribute increasingly well to the excellent attitudes in the school.

### It is not yet an outstanding school because

- Teachers do not always ensure that work is challenging enough, especially in modern foreign languages and humanities.
- The school has not established strong links with the community. Students do not have opportunities to be leaders in the school and ambassadors in the community. Senior leaders and governors do not share the school's successes enough.
- Leaders have not secured strategies to ensure that disabled students and those who have special educational needs make good progress in mathematics.

## Information about this inspection

- Inspectors observed 23 lessons and one assembly during the inspection. A number of observations were carried out jointly with senior leaders.
- Discussions were held with students from all year groups. Inspectors also met with three governors, senior and middle leaders, and a representative of the local authority.
- Inspectors took account of 14 responses to the online Parent View survey. They looked at surveys previously conducted by the school of the views of parents and students. They also took into account the 28 responses to the staff questionnaire.
- Inspectors observed the school's work and examined a range of documents, including the school's own records of students' progress and attainment, monitoring documents, records relating to the management of the performance of staff and those relating to behaviour, safeguarding and attendance.

## Inspection team

Venetia Mayman, Lead inspector	Additional Inspector
Maeve Hamill	Additional Inspector
Sue Cox	Additional Inspector
Angela Podmore	Additional Inspector

## Full report

### Information about this school

- This is a slightly smaller than average-sized secondary school.
- The proportion of students for which the school receives the pupil premium, which is additional funding for disadvantaged students, is higher than the national average. Proportions of disabled students and those with special educational needs are below average.
- The proportion of students from minority ethnic groups is much higher than average. The majority of students are Black African or Black Caribbean.
- The proportion of students who speak English as an additional language is similar to the national average.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The school makes use of alternative provision at a local special school.
- The school has received a range of support brokered by the local authority, including the work of two national leaders in education from Lea Valley and Southgate schools.

### What does the school need to do to improve further?

- Improve the quality of teaching so that it is good or outstanding in all subjects by ensuring that:
  - students are set challenging work in all classes, particularly in modern foreign languages and humanities, so that they make faster academic progress
  - disabled students and those with special educational needs receive more help to improve their progress in mathematics.
- Build strong local partnerships to engage the local community and strengthen links with local primary schools by:
  - ensuring all students have more opportunities to become leaders in the school and ambassadors for it in the community
  - developing strategies whereby governors and senior leaders share the school's successes and communicate its ambition more widely.

## Inspection judgements

### The leadership and management are good

- The headteacher is resilient, creative and determined. He has brought about significant improvement since the last inspection by restructuring the staff and developing good systems for improving teaching. Systems for monitoring students' academic progress are strong, and improving, following the appointment of a new leader for achievement. Improvement planning is comprehensive and rigorous. It is matched well to priorities and based on good knowledge of performance. The targets are ambitious.
- The senior management team is very ambitious for the success of the school. The team's aspirations are reflected in the work of almost all teachers. As one student said, 'They just don't give up on you. They will always make time to help you with your work.'
- Leaders effectively promote students' spiritual, moral, social and cultural development through the curriculum. For example, in religious education, students reflected on the nature of love and forgiveness and how this may be expressed through poetry and music. In personal, social and health education they learned about the voting system in democratic Britain.
- The introduction in September 2013 of a new behaviour strategy, The Stopfordian Ethos, has resulted in significant improvements in behaviour and attitudes. This fosters good relations between students. The strategy is consistently applied by staff and students. Students report enthusiastically on its effectiveness and can describe expectations and procedures in detail. They demonstrate the school's values in their respectful behaviour. When asked what she would remember about her school, one student said, 'I'll remember the care that everyone gives you, how blessed I am.' Another student said he would always appreciate 'feeling so close together, the community atmosphere'. Equal opportunities are ensured and discrimination of any kind is not tolerated. Students show curiosity, open mindedness and tolerance.
- All aspects of arrangements for the safeguarding of students meet statutory requirements and are effective. These are monitored by senior staff. There are effective systems for following up absence and demonstrated by improved attendance. Support for vulnerable learners and work with other agencies help students to be safe and successful. Students educated off site behave well and make good progress; checks that this is the case are rigorous.
- Student mentors regularly support younger students who will seek them out if they have problems. The school council is regarded as being effective in improving facilities. Sixth formers are now more involved in the main school than previously. Steps have been taken to involve students more in the local community, for example in a gardening project at a local care home. However, the school has not fully engaged with the local community and promoted links with local primary schools. Students do not have a range of opportunities to become leaders in the school and ambassadors in the community. Governors and senior leaders have not celebrated the school's successes enough with the local community.
- Careers information, advice and guidance are effective, as shown by the consistently high numbers moving to employment, training or to the next stage of education. Literacy is a strength of the school, numeracy is significantly improved since the last inspection. Students are well prepared for life in modern Britain. One student told inspectors, 'The school teaches the right attitude. The Bishop Stopford Ethos helps you work and succeed, but when you go for a job, having the right attitude is as important as exams.'
- There are frequent, accurate and effective checks on teaching. Where the quality of teaching needs to improve, teachers are monitored closely and given training. Pay progression is used to reward those who meet ambitious targets. Teachers at the early stages of their career speak warmly of the help they receive in improving their teaching.
- Actions taken to improve the attainment in English of disadvantaged children have been so successful that this group now achieve better than others nationally. Differences between the achievement in English and mathematics of these students and others in the school and nationally have reduced.
- The curriculum is broad, balanced and well matched to students' needs. Students enjoy the wide range of additional activities available after school.
- Following the last inspection the local authority has helped the school to improve. The work of national leaders in education and the local authority's monitoring and support for behaviour, safeguarding, under-attaining subjects and governance have been effective.
- Parents are kept well informed. A comparatively small number completed the Parent View online questionnaire. However, results from the school's own survey are positive. They show that parents believe their children are happy and safe in school, well taught and well behaved.

- Subject leadership has improved and this has resulted in improved achievement. Subject leaders and heads of year meet regularly to plan effective strategies for supporting those who underachieve. Following the appointment of the new special educational needs coordinator, the progress of students in this group has improved in English. The leadership of humanities has recently been reorganised and this has begun to improve teaching. However, teaching is still weaker in this area and in modern foreign languages.
- **The governance of the school:**
  - Governance is effective. Governors, including the Chair of the Governing Body, know the strengths and weakness of the school in detail. There is an exceptionally good understanding of achievement. Governors keep their own performance under review and want to improve communication with the local and wider community.
  - Governors hold the headteacher and his leadership team to account. They know how the school performs in comparison to other schools and the areas where improvement needs to be more rapid.
  - Governors have helped the headteacher tackle weaknesses in teaching and middle leadership. They make checks on performance management procedures and ensure that good performance is rewarded.
  - Governors understand the school's policies on safeguarding and make regular visits to review safeguarding procedures.
  - The governing body monitors the school's finances closely. It has worked closely with the local authority to ensure that the predicted budget shortfall is effectively managed. The governors know how the pupil premium is spent and the impact this is having on the progress of disadvantaged students.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is outstanding. Students are extremely polite and respectful. They treasure the excellent relationships they enjoy with each other and their teachers. Students' conduct is exceptionally calm and ordered. Older students point to the way this has improved significantly since the arrival of the headteacher.
- Staff set an excellent example with respectful attitudes and show students how much they expect of them. A younger student told inspectors, 'The Stopfordian Ethos is like the Christian ethos, and it is for everyone, not just Christians. It's to help you be a good person.' Fixed term exclusions have reduced by more than three quarters since the introduction of the new behaviour strategy in September 2014.
- Behaviour in lessons is purposeful. Students are hungry for learning and do their best. They are persistent and resilient. The behaviour of individuals improves significantly as a result of the very consistent strategies for managing behaviour.
- The learning support unit, which removes students from lessons on a temporary basis to help them improve their behaviour, is very effective. One of these students said, 'I call it the learning support unity because we are all learning to work together.'

### Safety

- The school's work to keep pupils safe and secure is good and parents appreciate this. Arrangements for the safeguarding of students, including checks on the recruitment of staff, are effective and monitored by senior staff and governors.
- Students say that they look forward to coming to school and attendance has improved significantly. Punctuality is much improved following the establishment of rigorous and regular checks and a new lining-up system. Everyone arrives at lessons on time.
- Incidents of bullying of all types are rare. Students are clear that 'bullying just isn't tolerated in this school'. They know who to go to if they have problems and say they receive the help they need. They trust that the school will keep them safe and greatly appreciate the fact that staff escort them out of school to local buses.
- Students are well informed about how to keep themselves safe from, for example, on-line bullying.
- Care for students whose circumstances may make them vulnerable is sensitive and thorough. Work with other agencies, such as social care, is effective. The school makes regular checks on the well-being of those at risk and ensures that students are listened to.
- The attendance and engagement of the few students in alternative provision are monitored rigorously. These students are well supported and make good progress.

**The quality of teaching is good**

- Teachers have high expectations and communicate this to students who say that their teachers are always keen to help them outside of lessons as well as in class. One boy said that he had a problem with mathematics. 'My teacher arranged to help me at break time for several weeks. Afterwards I explained the work to the class and knew I understood it.' Teaching in mathematics has improved significantly since the last inspection and students make good progress.
- The teaching of English is consistently challenging and effective for all groups of learners, including the most able. Standards of literacy are high, with progress that is above the average rate.
- The extra help given to students with disabilities or those with special needs has resulted in improved progress in English. These students are making more progress in mathematics than previously, but they do not receive enough help so that they can make faster progress.
- Teachers' subject knowledge is good. Students know what they need to do to achieve their targets because of the helpful feedback they receive. Marking of work is helpful and students frequently write responses to marking, rewrite or correct work, particularly in the key subjects; as a result, they make increasingly rapid progress.
- Teaching ensures students are interested and engaged in learning. As a result, students place a high value on its importance and many are determined and persistent learners.
- The majority of teachers set work which challenges students so they progress well. However, in a few areas, particularly in modern foreign languages and humanities, work is not always challenging enough for students to make fast progress.

**The achievement of pupils is good**

- Students join the school with achievement that is broadly average and make good progress from their starting points. In 2014, the proportion of students gaining five or more GCSE grades, including English and mathematics, was above average. Attainment also improved in subjects where it was below average. It is well above average in English, mathematics and science.
- The most able students make rapid progress in English and good progress in mathematics. Overall, their progress has improved.
- Students are not entered for GCSE early and the entry policy is kept under continuous review.
- Differences in attainment at the end of Year 11 in English, for disadvantaged students and others in the school and nationally, are reducing steadily. In English this group's attainment is now very slightly higher than that of others nationally and half a GCSE grade below others in the school. In mathematics, the difference between these students' attainment compared with others in the school is one third of a GCSE grade and two thirds compared with others nationally. The gap is reducing further for those currently in Year 11 in both subjects.
- The progress of Black Caribbean and of Black African students is good.
- Attainment and progress in modern foreign languages and humanities are below other subjects.
- Students with disabilities or special educational needs make slower progress in mathematics. However, the new arrangements to help them achieve have ensured that in English their progress is similar to other students currently in the school.
- Students who attend the alternative provision are well supported in their learning and achieve well.

**The sixth form provision is good**

- Sixth form leaders show the same high expectations and ambition evident in sixth form students themselves. There is a belief in 'no excuses' for students and for staff. The curriculum and arrangements for entry to the sixth form have been reorganised, so that all students are now doing the courses that are right for them and progress has accelerated. The requirements of the 16–19 study programme are met. Students welcome the changes and the increased expectations of their conduct and behaviour. There is strong capacity for further improvement.
- Achievement improved significantly in 2014 and is good overall in academic and vocational subjects. Students, including disabled students, those with special educational needs and the most able, are making good progress against ambitious targets. Progress for those currently in Years 12 and 13 is more rapid

than than of previous groups. The success rate of those retaking GCSE in English and mathematics is good, with the vast majority gaining a C grade or better.

- Support for entry to university is very effective and a high proportion of students in Year 13 have already gained offers of places. Students speak warmly of the help and advice they receive in planning their next steps and realising their ambitions. Differences between the attainment of disadvantaged students and others are reducing. The school recently held a special event for parents about university finance so that families are not deterred from considering application to higher education.
- Teaching is engaging and effective. Teachers have good subject knowledge and challenge learners. Students are focused and determined. They apply themselves consistently.
- Students have good attitudes and exemplify The Stopfordian Ethos, showing pride in their work and in their school. They work well together. Leaders are developing opportunities for them to contribute further to school life, including the coaching of younger students. They have a good understanding of how to keep themselves safe and healthy.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	102052
<b>Local authority</b>	Enfield
<b>Inspection number</b>	442126

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	725
<b>Of which, number on roll in sixth form</b>	120
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Dr Edward Dowler
<b>Headteacher</b>	Paul Woods
<b>Date of previous school inspection</b>	10–11 January 2013
<b>Telephone number</b>	020 8804 1906
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