

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
www.gov.uk/ofsted



24 November 2017

Mr Andrew Wilcock
Bishop Ramsey Church of England School
Hume Way
Ruislip
Middlesex
HA4 8EE

Dear Mr Wilcock

No formal designation monitoring inspection of Bishop Ramsey Church of England School

Following my visit with Gerard Strong, Ofsted Inspector, to your school on 9 November 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This monitoring inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector was concerned about aspects of the effectiveness of leadership and management in the school and the contribution made by the school to the well-being of pupils.

Evidence

Inspectors held discussions with pupils in relation to their well-being and observed pupils' behaviour throughout the day. Inspectors visited the learning support unit and the inclusion room. The inspectors scrutinised the single central record and other documents relating to safeguarding and child protection arrangements as well as the school's complaints procedures. We met with you, the headteacher, and senior leaders, including the designated safeguarding lead. Inspectors also met with members of staff, the chair of the local governing body and an additional member of the local governing body. I also spoke to a member of the local authority's safeguarding team on the telephone.

Having considered the evidence I am of the opinion that at this time:

Safeguarding is effective.

Context

Bishop Ramsey Church of England School is a member of the Veritas Educational Trust. The school is a national teaching school and runs a school-centred initial teacher training (SCITT) programme. There are currently 947 pupils on roll in Years 7 to 11 and 284 students in the sixth form. The proportion of pupils who have special educational needs (SEN) and/or disabilities is average for secondary schools in England, while the proportion from disadvantaged backgrounds is well below average. The proportion of pupils from minority ethnic backgrounds is above the national average. The proportion of pupils who speak English as an additional language is below average. The school population is stable, with relatively few pupils leaving or joining other than at the usual times. The school is fully staffed.

Inspection findings

Since September 2017, the leadership and management of the provision for those pupils who have SEN and/or disabilities has been strengthened. As a result, identification of pupils' needs and strategies to meet those needs have improved. More effective protocols around communication with staff and with parents are now in place. Nevertheless, more needs to be done to ensure that staff understand how to support these pupils in the classroom. At times, staff are unsure how to respond to pupils who have SEN and/or disabilities. As a result, other pupils do not always show tolerance and respect to those with SEN and/or disabilities. Attendance for pupils who have SEN and/or disabilities, while below the national average, is beginning to improve. Pupils not in school are tracked carefully and parents are informed on the first day of absence. Persistently absent pupils are appropriately referred to external agencies.

Leaders and governors prioritise safeguarding and child protection procedures to promote pupils' safety and well-being. Staff recruitment practice and record-keeping comply with statutory guidance. Staff training is up to date with the latest safeguarding guidance, including the 'Prevent' duty. Staff are clear about their responsibility to keep pupils safe, how to identify concerns and how to report these appropriately to the designated safeguarding lead. An in-school referral system ensures that all concerns are passed immediately to the designated safeguarding team. Referrals to external agencies are timely, records robust and actions monitored. Pupils receive information on how to keep themselves safe through weekly 'Learning for Life' lessons. Pupils who spoke to inspectors were knowledgeable about keeping themselves safe, including when using the internet. Pupils reported that incidents of bullying are rare and, when they do occur, staff are quick to take action.

Pupils' conduct around the school site is at times disorderly. Too many pupils behave in a way that causes concern to others in the school community. Boisterous corridor behaviour and inappropriate shouting cause pupils to feel that the

environment is not orderly or conducive to their learning. Pupils reported to inspectors that areas of the school lack staff presence when pupils move around the school. As a result, the poor corridor behaviour of some pupils remains unchecked. Inspectors agreed with this view.

External support

The school is an active partner in the Hillingdon Association for Secondary Headteachers. Collaboration with colleague headteachers enables the school to improve areas identified for development. Recent examples have included the monitoring and assessment of key stage 3 pupils' work.

Priorities for further improvement

- Provide staff with the appropriate training so that they can better support in class those pupils who have SEN and/or disabilities.
- Ensure that pupils' conduct around the school site is orderly and calm.

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

Yours sincerely

Carolyn Dickinson
Her Majesty's Inspector