

# Inspection of a good school: The Bishop Wand Church of England School

Layton's Lane, Sunbury-on-Thames, Surrey TW16 6LT

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Inspection dates:

2 and 3 February 2022

## Outcome

The Bishop Wand Church of England School continues to be a good school.

## What is it like to attend this school?

Pupils really appreciate being part of the Bishop Wand community, where everyone looks out for each other. They respect each other and show kindness and consideration to all. Pupils are happy and feel safe. They know that bullying is wrong and will not be tolerated. Staff take swift action when it is reported. Parents and carers are highly appreciative of the school. One parent echoed the thoughts of many by saying, 'Our children are absolutely thriving at Bishop Wand, the teachers always go the extra mile.'

Leaders, staff and governors have great aspirations for what pupils can achieve. They are determined that pupils should 'realise their God-given potential'. Pupils rise to leaders' high expectations. They enjoy lessons, work hard, and behave well. The 'Brighter Futures' programme provides pupils with exciting opportunities to develop their interests and talents. For instance, through the extensive range of sports, gardening, landscape design, middle eastern cookery, music journalism and political debate clubs. Pupils say, 'There is something for everyone to enjoy and do.' Sixth-form students play an active role. They take on leadership responsibilities as senior students, such as prefect and deputy head of house, and enjoy coaching the younger pupils.

## What does the school do well and what does it need to do better?

Leaders are determined to meet the needs of every pupil. They are ambitious for pupils to gain the knowledge and skills required to be active citizens. The school's values, 'inspiring minds, nurturing spirit and respecting difference', embody this. To support this approach, the curriculum is broad and balanced. There are opportunities to follow a range of courses at key stage four and in the sixth form. However, the number of pupils studying a modern foreign language at key stage 4 has remained relatively low over time, particularly compared to the higher number of pupils who study geography and history at GCSE. Leaders are taking steps to increase the proportion of pupils opting for languages so that more pupils study all of the English Baccalaureate (EBacc) subjects.

Leaders have designed an interesting and well sequenced curriculum. This helps teachers know exactly what all pupils need to learn and remember well. Staff are specialists in their subjects. They use their strong subject knowledge to present information clearly. They explain things well. Pupils, including students in the sixth form, receive useful advice about how to improve their work. However, at times, some teachers do not check what pupils know and understand carefully enough before moving them on to more complex concepts. When this happens, pupils struggle to make links in their learning.

Classrooms are calm, focused and purposeful. Teachers have high expectations for all pupils to participate and behave well. Pupils share their ideas with their peers and respond positively to feedback. Learning is rarely disrupted by low-level behaviour issues.

Reading is a top priority. Leaders fully recognise the importance of reading for pupils' learning and future achievements. Highly trained staff accurately identify the needs of pupils who may find reading more difficult. They provide effective support to help these pupils improve. This has a positive impact on pupils' reading and learning.

Pupils with special educational needs and/or disabilities (SEND) are effectively supported. Leaders identify their needs early on. They work efficiently with staff to make sure that they have the training and knowledge to ensure these pupils learn well.

The personal development offer is a strength of the school. Leaders provide pupils with a rich range of opportunities and experiences to broaden their horizons. These include learning about their heritage and serving in the community. Pupils also enjoy going to museums and the theatre, visiting the local church and having many interesting trips abroad. Pupils maturely debate the importance of individual liberty, mutual respect and themes such as 'the sanctity of life'. They are well prepared for life in modern Britain. Leaders have developed an effective careers information, education and guidance programme. This helps prepare pupils for the next stage of their education effectively. Pupils are well informed about the different career pathways and study options available. Students in the sixth form go on to their choice of either apprenticeships, work or study at a range of universities.

Leaders, including governors, ensure that the caring and supportive culture extends towards staff as well as pupils. Staff enjoy working at the school. They feel well supported by leaders who care about their well-being and are mindful of their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong and effective safeguarding ethos across the school. Leaders ensure that staff are well trained. Staff are vigilant and make sure they pass on any concerns swiftly. Leaders use their expertise to provide effective support for pupils. They work well with other agencies to keep pupils safe. Leaders are tenacious in securing the right help for any pupil at risk. Leaders ensure that all pre-employment checks are carried out diligently.

Pupils understand how to keep themselves safe, including when online. This includes

speaking to a trusted adult in the school if they are worried.

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

### **(Information for the school and appropriate authority)**

- The proportion of key stage 4 pupils who are entered for EBacc subjects has been lower than the national average over time. Too few pupils study languages at GCSE. Leaders need to increase the proportion of pupils who study a modern foreign language to make sure that the EBacc is at the heart of the curriculum.
- Some teachers do not check what pupils know and understand carefully enough before moving them on to more complex concepts. When this happens, pupils struggle to make links in their learning. Leaders need to ensure that all teachers consistently assess pupils' prior knowledge accurately in order to make good decisions about what to teach next. This will improve pupils' achievement even more.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in February 2013.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	138491
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10200495
<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,087
<b>Of which, number on roll in the sixth form</b>	195
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Andrew Downes
<b>Headteacher</b>	Daniel Aldridge
<b>Website</b>	<a href="http://www.bishopwand.surrey.sch.uk">www.bishopwand.surrey.sch.uk</a>
<b>Date of previous inspection</b>	24 January 2017, under section 8 of the Education Act 2005

## Information about this school

- This is a Church of England secondary school. The last section 48 statutory inspection of Anglican and Methodist schools took place in March 2015.
- The school is currently using two alternative providers.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, staff, pupils and seven governors, including the chair of the governing body, and had a telephone discussion with a representative from the Diocese of London.

- Inspectors carried out deep dives in these subjects: English, mathematics, science and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.
- To inspect safeguarding, inspectors checked the single central record of recruitment checks and talked to leaders responsible for safeguarding. Inspectors also talked to a range of staff and pupils informally.
- Inspectors considered the responses to the confidential staff survey and spoke to a range of staff about their views of the school.
- Inspectors took account of the responses to the Ofsted Parent View questionnaire and the additional free-text responses.
- Inspectors met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons. Inspectors also considered the responses to Ofsted's online pupil survey.

### **Inspection team**

Louise Walker, lead inspector

Her Majesty's Inspector

Paul James

Ofsted Inspector

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