

The Bishop Wand Church of England School

Inspection report

Unique Reference Number	125280
Local Authority	Surrey
Inspection number	340753
Inspection dates	14–15 October 2009
Reporting inspector	Paul Scott HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1000
Of which, number on roll in the sixth form	109
Appropriate authority	The governing body
Chair	Mr C Ashworth
Headteacher	Mr Keith Sharp
Date of previous school inspection	8 October 2006
School address	Layton's Lane Sunbury on Thames Middlesex TW16 6LT
Telephone number	01932 778600
Fax number	01932 771022
Email address	admin@bishopwand.surrey.sch.uk

Age group	11–18
Inspection dates	14–15 October 2009
Inspection number	340753

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 34 lessons and held meetings with governors, staff and groups of students. They observed the school's work and looked at documents in the school, including school improvement plans, policies and school progress tracking information. Questionnaires were analysed from the 166 parents who responded.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The consistency of teaching and learning in bringing about improved progress for all students.
- The extent to which tracking and targeting are used at all levels to improve outcomes for students and allow more independent approaches by students.
- The impact of specialist status across the school and the areas of outstanding practice.

Information about the school

Bishop Wand is an average sized school with specialist sports college status. The large majority of students are from White British backgrounds. There are few students from minority ethnic groups, and few whose first language is not believed to be English. The number of children with special educational needs and/or disabilities is broadly average. This includes students with specific and moderate learning difficulties and those with behavioural, emotional and social difficulties.

The current interim headteacher took over in late June 2009 and the school is in the process of appointing a new permanent headteacher for January 2010.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Bishop Wand School is a school moving forward with students' needs at the forefront of developments, and currently provides a satisfactory standard of education. There is a clear and determined approach to improvement by the headteacher, who is guiding the rapid improvements by developing and strengthening the team within the school. The senior team now has a very clear understanding of the school's strengths and areas needing development. Roles and responsibilities in the school have been refocused and clarified and this has helped to ensure that individuals understand how they can contribute to improving standards more effectively. The school is undergoing a rapid period of change. Procedures and policies are being reviewed with an increasingly systematic approach in order to ensure they meet the needs of the school and support improved outcomes for students in the future. The school is well placed to improve further.

The new senior leadership team has appropriately prioritised the need to improve the quality of teaching in the school. There is some good and outstanding teaching practice that engages students and allows them to work independently, make rapid progress and reach high standards. Lessons observed showed how students and teachers work well together. Where lessons were planned effectively and teachers used searching questioning and matched activities well to challenge students of all ability levels, progress was at least good. Teachers display a high level of subject knowledge and are able to draw on a range of good practice, but do not always take the opportunities to stretch students sufficiently or allow them to take on more responsibility for their own learning. The quality of teaching is not consistent enough to secure more than satisfactory progress overall for students.

Some parents have noted concerns about the need for improvements. They have noticed the positive changes in the school over the last few months, feel more confident that things are improving but are cautious that improvements need to be maintained in order that all students are helped to make the most of the opportunities at school. One parent summed this up well, saying that 'the school is in a period of transition ' this has been managed well so far but the leadership needs to ensure focus and direction for the future'.

The school has reviewed the process of target setting and progress tracking for students. Increasingly challenging and appropriate targets for all students are now being established. Teachers have welcomed this and the increasingly comprehensive information available is having an impact on the use of assessment to support teaching, but is at an early stage and has not yet had a significant effect on attainment.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Specialist college status has had a positive impact across the school, particularly with strategies for students mentoring and coaching other students in a range of subjects. There is also a wide range of partnerships giving students in the area access to new opportunities and a healthy understanding of sport and how to maintain an active life.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding lessons, building on the excellent classroom practice already developed, to ensure students make better progress and achieve higher standards.
- Make effective use of target setting and progress tracking information to ensure that:
 - students are given work that is more motivating and challenging for each individual
 - students are made aware of how they can improve and learn more independently and reach higher standards
 - Governors need to monitor the impact of policies more systematically and ensure outcomes are maximised for learners.

Outcomes for individuals and groups of pupils**3**

Overall, students make satisfactory progress. While behaviour is satisfactory overall, it is rapidly improving particularly in lessons, where it is good. There has been a significant improvement in attitudes to learning. Students respond very well to opportunities to work independently and to contribute to the school community. Observations of students' work confirmed that standards are broadly average. There are some significant differences between subjects but no significant differences in the performance of groups of students within the school. Attendance is outstanding and this reflects the students' attitudes to learning and their commitment to the school. Students arrive at lessons ready to learn, and conduct themselves with increasing consideration of others around the school. Behaviour management is well led and is now applied more skilfully and effectively.

Students have a good sense of right and wrong, and are increasingly contributing to the caring ethos of the school and recognising their social responsibility. The school is reviewing its reporting systems. It recognised that incidents needed to be managed better and is aware of parents' concerns about behaviour. Work is well under way to address these issues.

The school does a good job of helping students to adopt healthy lifestyles and keep safe. Social, moral, cultural and spiritual development is good, as is the extent students are prepared for their economic well-being. A number of international links help students to think about world-wide issues. Students willingly contribute to the school community through the school council, mentoring and supporting other students and charity work.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Where teachers challenge students and plan opportunities for more independent work, students make outstanding progress. Positive relationships between students and staff are present in most lessons, and students respond well to good questioning and practical hands-on learning that has a clear context. Learning assistants, when used effectively, contribute a great deal to the progress students make but teachers do not yet make enough use of this valuable resource in lessons. The less successful lessons do not give opportunities for all students to make sufficient progress and do not allow them to take a lead in their own learning. In these lessons, teachers do not give sufficient feedback to students on the progress they have made, or make the next steps to learning clear enough. The school is clearly focused on improving the quality of teaching and there are very strong signs of improvement with a high level of commitment from staff.

The curriculum is well matched to the needs of students and the rising aspirations needed. It is enriched with an extensive range of extra-curricular activities, including a wide range of sports and activities in all areas across the school. The opportunities that

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

arise from specialist sports college status are highly productive in increasing the relevance and range of opportunities for all learners.

Tracking systems are developing quickly and effectively to meet the needs of teachers and inform leaders across the school. More challenging targets are beginning to be set and a more analytical approach by the school has improved the clarity of role for the heads of years and their part in leading the improvement of standards. Where assessment in lessons is good, feedback is given to students so that they are clear about the next steps they need to concentrate on and are able to manage their learning path more independently. This is not consistent though, and too many students are aware of general ways of improving but are unclear about specific things they need to do to move their learning forward.

This is a caring school with the welfare of students central to the school ethos. Systems are rightly being reviewed and monitored to ensure that they are increasingly effective as the school develops.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The senior leadership team is increasingly supported by middle leaders, who now have clearly defined roles and responsibilities to ensure students' progress is improved and to drive forward the school's clear development plans. Self-evaluation at senior level is good, and it is improving at middle management level. There has been a period where progress has been static and similar issues from the previous inspection are only now being addressed. The leadership of teaching and learning is good with clear impact already seen in lessons after a very short time period.

The governors are aware of the need to challenge the school further and of their responsibilities to assess the impact of policies and procedures in order to drive the improvement agenda and ensure progress is positive. They have already made some changes and are on track to improve governance so that it challenges and supports the school's development and builds increasingly ambitious goals. The school meets current statutory requirements for safeguarding students. Leaders and managers, including governors promote equal opportunity and tackle discrimination satisfactorily.

The school is building relationships with parents and this is beginning to have a positive effect, but the school recognises it still has work to do in this area.

The school has much to do but given the short time period that the new headteacher

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

has been in post, the progress already made is impressive. The extent to which the school is promoting community cohesion is satisfactory and good international links have been made, including with schools in Japan and Senegal. The school offers a wide range of activities for the local community, particularly through the sports college programme, but does not yet assess the impact these activities have on bringing about a more cohesive community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Sixth form

Students studying in the sixth form enjoy the support and opportunities provided. The provision and outcomes for sixth form students are of similar quality to those in the main school with a trend of increasing progress by students. There are partnerships with other institutes to ensure students have a wider range of courses to study but the number of students making use of this provision is small. The leadership of the sixth form is effective with clear plans to improve standards and the curriculum, and increase numbers staying on.

Students demonstrate a mature attitude to their studies and to the school community. They contribute to fund-raising and are involved with the rest of the school, for example through mentoring of younger students and organising events such as a dance show, as well as making formal contributions in meetings with the head of sixth form.

The school is developing an inclusive sixth form that promotes further education for all students and as such is increasingly successful in ensuring the school is a coherent 11'19 community.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

Views of parents and carers

Most parents who responded to the questionnaire said their child enjoys school, they are kept safe and it helps them have a healthy lifestyle. Overall, they feel informed about progress and are happy with their child's experience at school. The school is working hard to improve communication with parents and recognises the need to maintain this work in order to reduce the number of parents who have expressed concerns. A small minority of parents remain concerned about behaviour despite the rapid improvement over recent months. The school is working to improve this still further.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bishop Wand Church of England School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 166 completed questionnaires by the end of the on-site inspection. In total, there are 1,000 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	31	95	63	7	5	1	1
The school keeps my child safe	29	19	112	75	5	3	2	1
The school informs me about my child's progress	25	17	106	71	18	12	0	0
My child is making enough progress at this school	21	14	103	69	22	15	1	1
The teaching is good at this school	21	14	105	70	19	13	0	0
The school helps me to support my child's learning	24	16	91	61	27	18	2	1
The school helps my child to have a healthy lifestyle	26	17	107	71	9	6	5	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	11	97	65	18	12	2	1
The school meets my child's particular needs	25	17	97	65	22	15	2	1
The school deals effectively with unacceptable behaviour	24	16	83	55	29	19	9	6
The school takes account of my suggestions and concerns	17	11	85	57	28	19	7	5
The school is led and managed effectively	19	13	90	60	25	17	7	5
Overall, I am happy with my child's experience at this school	43	29	87	58	15	1	3	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 October 2009

Dear Students

Inspection of Bishop Wand Church of England School, Sunbury on Thames, TW16 6LT

Thank you for making the inspection team so welcome when we came to inspect your school recently.

Your contributions in meetings, in lessons, through the questionnaire and when we met you around the school were most welcome. We were impressed by your honesty and loyalty for the school. The school is improving lessons quickly and some lessons are already outstanding. In these lessons teachers allow you to work independently and give clear guidance on what you need to do to improve. We have asked the school to continue its work with teachers and make sure more of the lessons are planned to help you to make better progress. You explained to us how behaviour has improved but that you would like it to be even better.

The school provides you with good quality learning opportunities, including the wide range of sporting activities that help you stay healthy. The sports college status adds a great deal to your school and gives you opportunities to contribute well to the school community. You need to continue this commitment and respond to the extra challenge in lessons. There are further plans to make the curriculum even better. The school has already started to improve the target setting process and track your progress accurately. We think this is important work in order for you to be more challenged, and will enable you to achieve even higher standards. The school has agreed that it needs to analyse its work even more carefully to ensure that you all continue to be well supported in your learning and make the best progress possible.

I wish you well and hope you reach for the highest standards in all you do. Your teachers will support you in achieving the highest of goals.

Paul Scott

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.