

**STATUTORY
INSPECTION OF
ANGLICAN SCHOOLS**



Name & address of school: **Bishop Wand Church of England secondary**
Layton's Lane, Sunbury on Thames, Middlesex. TW16 6LT

Diocese of London

Date of inspection: 2nd – 3rd December 2009

Type of School: Voluntary Aided secondary 11-18

Name of Headteacher (acting): Keith Sharp

Local authority: Surrey

Date of last inspection: 9th November 2006

School's unique reference number: 125280

SIAS Inspector: Catherine Large (N.S. 482)

School Context

Bishop Wand is an average sized 11-18 school drawing its students from forty primary schools. 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 English. The number of students with special educational needs and/or disabilities is average. This includes students with specific and moderate learning difficulties and those with behavioural, emotional and social difficulties. The school has specialist sports college status. The school is over subscribed. At the time of inspection, it had an interim headteacher. A new headteacher takes up post in January 2010.

The distinctiveness and effectiveness of Bishop Wand as a Church of England school are good.

The school has sustained the strength of its commitment to Christian values and practice throughout a period of transition. Over recent months, strategies have been put in place to raise standards in all aspects of school life and these are bearing fruit. The Christian ethos of the school is recognised as critical to the school as it moves into a new phase.

Established strengths

- The outstanding contribution made to the spiritual life of the school by the chaplain and the Bishop's Building.
- The high quality of teaching and learning in religious education, especially in the examination groups.
- The way Christian values are put into practice to create a caring and supportive environment in which students feel valued.

Focus for development

- Share good practice in relation to Tutor Time reflection and worship and provide more opportunities for students to take an active role in planning and leading worship.
- Identify assessment opportunities in Key Stage 3 religious education so that staff and students are clear about standards and targets in the subject and address the issue of time allocations at Key Stage 4.
- Explore and evaluate how the Christian values of the school can be further embedded in all aspects of school life and move forward with the establishment of the Chaplaincy team.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

Students are happy at the school and feel safe, cared for and respected. Students of other faiths, and of none, are clear about the Christian nature of the school and regard this as fundamental to its ethos. 'Even if you don't believe, the values are still there', said one student. The Bishop's Building plays a very significant part in the spiritual life of the school, being a key venue for counselling and support by the chaplain and peer mentors as well as worship and reflection. For example, significant numbers of students participate in 'Silent Monday' reflective activities and small groups meet for a weekly Eucharist. The school has worked hard to improve attendance which is now outstanding. There is clear and consistent application of the school's behaviour policy which provides opportunity for restorative justice. The school appoints an impressive number of students to positions of responsibility across many aspects of school life although there are currently none specifically linked to its Christian status. Students have very good opportunities to participate in extra-curricular activities including sport and performing arts. The overall spiritual, moral, social and cultural development of students is good. The school has 'International dimension' status enabling students to be aware of lifestyles and needs on a global scale. Their response to charity campaigns such as that of Oxfam is exceptionally good. The school serves its community well through its sports status and some students are able to support the community through links with parishes and the Duke of Edinburgh award. Generally, there are limited opportunities at present to serve the local community. The school has an effective policy and response to any incidents of bullying and racism. The achievement and progress of all groups of students, including those with special educational needs and learning difficulties and/or disabilities, is improving from a satisfactory basis. The school is not complacent and has accomplished much in the last few months. It has a very strong commitment to meeting the needs of all the students and to fulfilling the school's motto, 'Realising God-given potential'.

The impact of collective worship on the school community is good

Collective worship is well planned around half-termly themes which are broadly Christian as well as being specifically linked to key festivals and times in the Christian and school year. The plasma screen in the entrance expands these themes, making them an integral part of the communication system. Tutors and leaders of worship are well supported with excellent guidelines and power point resources supplied by the chaplain. They form the basis of the two main weekly gatherings of the students in their year groups. The quality of these occasions is good. Students enter respectfully, are attentive and respond positively when given the opportunity. The Bishop's building enhances the effectiveness of worship with its Prayer tree, Christian symbols and ambience. It also promotes the school's Anglican heritage. The school hall is used for worship for practical reasons. The use of power point presentations does provide some focal point, but there is no other effective sign of the school's Christian status and the noisy and immediate clearing of chairs detracts from the message and atmosphere. The School Prayer promotes the Christian values of the school very well. Local clergy, from a range of Christian denominations, provide good support for the school in worship. Highlights for the students are the Christmas and Easter special services. These are very well planned and presented and are the occasions when there is greatest student participation. At other times, the students do not feel they have regular opportunities to plan, lead and participate actively in worship. In some year groups, there is a pattern of form led worship but the practice is not consistent. There is also some inconsistency in the way Tutor Time worship and reflection operates. The school is very committed to the place of spiritual development and worship in the life of the school. It is often successful but lacks coherency. Excellent practice exists and would benefit from being shared and discussed so that expectations are clear. The school has the capacity and positive commitment to address this situation.

The effectiveness of religious education is good

Religious education is well regarded by the students and they respond well in lessons. The teaching team has been strengthened in recent months and is now experienced and well qualified. Teaching is at least good and often outstanding, especially in the examination groups where teachers know their subject well and are clear about examination expectations. Teaching is characterised by a good range of teaching and learning activities which motivate and engage students. Teachers use very good questioning strategies to ensure students understand and are reflective about their work. This ensures that there is good challenge in lessons. Teachers make very good use of information technology to support learning. Students across the key stages are very confident in oral work and feel comfortable when expressing their own beliefs. Overall, most students make good progress as they move through the examination stage of the GCSE and on to Advanced Level. Standards in the subject are above average in the Sixth Form. Standards in Years 10 and 11, where all students are entered for the full course GCSE, are currently more in line with national averages but there is clear evidence of improvement despite the fact that the issue from the last report about time allocations at Key Stage 4 has not yet been addressed. The progress and achievement of the highest attaining students in these years is excellent and amongst the best in the school. The department recognises the need to give more effective support to other students who narrowly miss the higher grades. In Years 7 – 9, progress is satisfactory. There is good progress in individual lessons and no significant difference in the achievement of different groups. However, there is currently insufficient clarity about the standards expected in the subject at this key stage. Assessment is not used to measure progress sufficiently well to enable students to know what they need to do to improve. The curriculum for years 7-11 is well balanced and takes full account of the school's church status. There is good provision for all sixth formers through Enrichment courses and attendance at conferences.

The leadership and management of the department are good and there is a strong sense of teamwork and sharing of good practice. Lessons are monitored carefully and there is a good and developing link with a member of the governing body. The subject makes a good contribution to the spiritual, moral, social and cultural development of students. Students have good first - hand experience of Christian and other places of worship but visitors into lessons do not represent other faiths.

The effectiveness of the leadership and management of the school as a church school is good

The commitment of the school governors and leaders to the Christian ethos of the school is strong and has been maintained and practised throughout a difficult period of transition. The recent improvements in learning, behaviour and ethos are testimony to the hard work that has been undertaken at all levels. There are clear references to the Christian status of the school in public documentation, displays in the foyer and around the building and most prominently, in the Bishop's Building. The school's aims and motto are underpinned by faith and are explicit. Students from all backgrounds are clear about the distinctiveness of the status of the school. Many, including those from other faiths, give it as a reason for their choice of secondary education and feel that it is making a positive difference to their experience. Staff set good examples and relationships at all levels are good. There are some good sporting links with the local community, local agencies and educational establishments. The school recognises the need to extend its involvement with parents and the wider community. Parents express satisfaction with the school and it is always oversubscribed. Links with the diocese are good. Students come from a wide range of parishes but local Christian leaders have good involvement with the school. Staff and students value the contribution made to their spiritual lives by the chaplain. Her quiet presence in the school makes an outstanding contribution to the Christian ethos. The school is at an early stage of establishing a Chaplaincy team to support the work of the chaplain and to involving a wider group of people, including students. There has been little recent specific training, debate or review about the impact of the school's Christian status. This is recognised in the School Improvement Plan. At this watershed in the school's life, it has the opportunity and capacity to build on existing good practice and the potential to be outstanding.