

Inspection of a good school: Bishop Stopford's School

Brick Lane, Enfield, Middlesex EN1 3PU

Inspection dates:

24 and 25 January 2024

Outcome

Bishop Stopford's School continues to be a good school.

What is it like to attend this school?

The school is a highly welcoming place for all pupils. Leaders create a nurturing and harmonious community based on equality. Leaders make sure that pupils at the school are happy and safe. Working relationships between pupils and adults are positive.

Leaders have high expectations and show determination that pupils can flourish. The school's motto of 'believe, strive, succeed' is at the heart of what the school does each day. The curriculum is ambitious and designed carefully to consider how to build pupils' knowledge and understanding over time. This ambition extends to pupils with special educational needs and/or disabilities (SEND). The curriculum is taught by teachers with strong subject knowledge.

The school champions diversity. They have appointed both pupil and staff diversity ambassadors, who organise a range of events throughout the year. Pupils are proud to represent their school community. They are welcoming to both visitors and new pupils. Sixth-form students are positive role models for younger pupils and provide support for their peers. Pupils appreciate the rich range of visits and activities available to them.

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

The school provides all pupils with a broad and balanced curriculum. Leaders have a strong grasp of how to build pupils' knowledge progressively over time. For example, in mathematics teachers make sure that pupils secure key skills before they move on to new content.

The school's curriculum thinking makes sure important content is revisited regularly, which helps in pupils' recall. For example, in English, pupils develop their understanding of poetry by revisiting poetry analysis each year. Pupils use their understanding and apply

what they have learned to different styles of poems. The curriculum is successfully adapted, designed or developed to meet the needs of pupils with SEND.

Teachers ensure that they revisit pupils' prior knowledge and understanding regularly. This helps pupils to make connections with their learning. Teachers provide pupils with SEND with a range of effective strategies. These help pupils to access the curriculum successfully. Typically, teachers identify and address any misconceptions in pupils' learning effectively.

Teachers know their subjects well. They support pupils' knowledge and skills effectively, including through high levels of guidance in lessons. In a few subjects, the ambitions of the curriculum are not implemented as precisely. This means that pupils do not deepen their understanding of subject content securely.

Reading and pupils' literacy development are a priority for the school. Staff help pupils who need extra help in their reading carefully. This includes tailored support that is well matched to pupils' needs. Staff enable pupils to gain confidence and fluency in their reading.

The school places an increased focus on improving pupils' punctuality. Actions taken by the school have resulted in improvements to pupils arriving to school on time. Attendance is very well managed. Leaders work constructively with families, pupils and professionals to identify barriers to attending school. This has helped attendance to improve.

Typically, staff's expectations of pupils' behaviour is high in lessons. Pupils have positive attitudes to their learning and concentrate well. However, in the corridor, pupils' behaviour is not as positive. On occasions, pupils' boisterous behaviour is not addressed quickly, which results in lost learning time.

Leaders are keen to ensure that pupils are well prepared for life beyond school. A carefully sequenced tutor programme helps pupils to learn clear messages about responsibility and safety, including how to stay safe online. Pupils have opportunities to reflect through collective worship in a variety of ways, including the school's gospel choir.

Leaders provide pupils with a wide range of activities and clubs. These include the very popular basketball club as well as a drama, strategy games and chess clubs. There are a range of leadership opportunities in school for pupils. For example, sports leaders visit local primary schools to deliver sporting activities for younger pupils. Pupils take part in many educational visits including to the National Portrait Gallery, British Airways and a geography fieldtrip to Whitstable. Students who study Health & Social Care in the sixth form also regularly visit a local care home.

Leaders know their school very well. This accurate evaluation ensures that leaders understand what is working well and priorities for the future. Staff feel supported by others and their well-being is carefully considered. Those responsible for governance maintain strong oversight of the school's work.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

Information for the school and appropriate authority)

- In some subjects, the ambitions of the school's curriculum thinking are not implemented precisely. This limits pupils' deeper knowledge and understanding in these subjects. The school should ensure that teaching in all subjects builds closely on pupils' subject-specific knowledge and skills.
- Sometimes, in corridors, pupils do not regulate their own behaviour. This means that on occasion pupils' behaviour can be boisterous. The school should ensure that its high expectations of behaviour are met beyond the classroom so that corridors are calm, orderly and purposeful so that learning time is not lost.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2015.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102052
Local authority	Enfield
Inspection number	10293231
Type of school	Secondary comprehensive
School category	Voluntary aided
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	735
Of which, number on roll in the sixth form	116
Appropriate authority	The governing body
Chair of governing body	Lucy Burton
Headteacher	Tammy Day
Website	www.bishopstopfords.enfield.sch.uk
Date of previous inspection	19 June 2018, under section 8 of the Education Act 2005

Information about this school

- Leaders make use of one registered alternative provider.
- The school is a voluntary-aided church of England school. The last section 48 inspection was carried out in July 2016. The next section 48 inspection is due to happen this academic year.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the principal, members of the leadership team and members of staff, as well as a range of pupils.
- Inspectors carried out deep dives in English, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors gathered the views of pupils, parents and carers, and staff through discussions and responses to Ofsted's online surveys.

Inspection team

Sam Johnson, lead inspector

His Majesty's Inspector

Debbie Lebrett

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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