



# Bishop Ramsey Church of England School



## Statutory Inspection of Anglican Schools Inspection Report

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School address	Hume Way, Ruislip, London HA4 8EE
Headteacher	Mr Andrew Wilcock
Type of School	Secondary
Status	Academy
Unique Reference Number	137407
Diocese	London
Local Authority	Hillingdon
Date of last inspection	10-11 January 2007

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Inspection date	7-8 March 2013
National Society Inspector	Dr Glyn Willoughby (NS 637)

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The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character.

### **School context**

Bishop Ramsey is a larger than average, mixed 11-18 comprehensive converter Academy with a strong Christian Foundation. It is regularly over-subscribed. The proportion of students from minority ethnic backgrounds has risen from 16% to 32% since the last inspection. The number with learning difficulties and those eligible for free school meals are below the national average. The school has recently been designated a Teaching School.

### **The distinctiveness and effectiveness of Bishop Ramsey as a Church of England school are outstanding**

Bishop Ramsey is a caring and stimulating community that lives out its mission statement and makes a significant impact upon the personal, academic and spiritual development of each student. Christian values are at the heart of everything the school does and enable students to develop a sense of responsibility and mature into compassionate young people who delight in making a difference in whatever community they live.

### **Established strengths**

- The vision and spiritual leadership of the headteacher in embedding the Christian ethos of the school.
- The quality of relationships in this Christian community and the impact on the personal development of each student.
- The importance of worship and the positive impact of staff and chaplain on the spiritual life of the school.
- The compassion and motivation shown by students to volunteer and support others.

### **Focus for development**

- Build on good practice in Religious Education to ensure teaching and learning lead to outstanding progress and outcomes at Key Stage 5.
- Ensure the impact of worship continues to be outstanding by acting on insights gained through the self-evaluation process and growing the role of student worship leaders.

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

The school is rightly proud of its Christian values that are lived out in all aspects of school life. This is evident from the moment you enter with impressive student art work with a spiritual focus, helpful staff and friendly students. Students recognise the impact of the values on their personal, academic and spiritual development. One particular student shared how this had 'helped me choose my career as a teacher' explaining how 'having a Christian ethos you can 'see' is the way we behave and learn.'

The phrase 'All manner of thing shall be well' looks down from the top of the atrium and summarises a Christian view of the world inviting everyone to make a positive difference and this is what happens. For example, students learn their efforts can improve the lives of others through their involvement with the African School project and speak of 'feeling really good' that their support is making a difference.

Students recognise the impact 'dedicated' and 'helpful' staff make to their confidence and development. Relationships throughout the school are excellent and students follow the lead of staff and treat each other with kindness and respect. They feel safe and enjoy school referring to it as 'one big Christian family' in which 'we all try and help one another'. Any issues of conflict are resolved speedily and reconciliation is always a priority.

The spiritual dimension is very well brought to the fore, for example, through 'Ramsey lectures', creative arts and music and cross-curricular days that enable students of all ages to integrate and work together on, for example, how to tackle poverty in poorer countries. Opportunities like this

have a significant impact on understanding their role in the wider community and also build relationships as students of different ages learn together.

In this inclusive ethos, students feel valued and develop a sense of responsibility for themselves and others. As a result they welcome involvement with the many opportunities for service and leadership that are available, such as becoming a prefect or supporting charities. The school raises the aspirations of students and inspires them to develop the hope that they will continue making a contribution in whatever community they live.

### **The impact of collective worship on the school community is outstanding**

Worship and prayer play a central part in the life of the school and make a significant impact upon students' spiritual growth and how they develop as compassionate young people. They welcome the many opportunities to participate and lead worship that was a focus for development arising from the previous inspection. Students spoken to described the importance of worship as being 'very important and relevant for today' and even 'inspirational'. Another student explained how worship 'helps you reflect about yourself and your behaviour and how you can better yourself'.

Such statements provide evidence that students have a high regard for worship and appreciate the importance of the occasion. This was evident in the worship observed as students listened with close attention as the headteacher, with students also actively involved, explored the meaning of forgiveness through stories taken from the Bible and also the film world. Careful planning, together with effective use of visual aids and music, enhanced the quality of the worship and students' understanding. Music performed by a fellow student set a spiritual atmosphere for worship and embraced everyone present. A period of reflection and prayer that followed allowed students the opportunity to develop spiritually as they reflected on the importance of forgiving others.

Throughout the worship students demonstrated a sense of reverence and this was also evident at a form Eucharist led by the Chaplain in the purpose built chapel where once again, music performed by students enriched the occasion. Students showed their familiarity with Anglican practice and also with being able to express their concerns and reflections as they took part in the service. Their thoughtfully written prayers were read out, making a valuable contribution to the act of worship.

The worshipping life is vibrant because evaluation involves the headteacher, chaplain, senior team, governors, staff and students that refines feedback and shapes future planning. The school plans to ensure the impact of worship continues to be outstanding by acting on insights gained as a result of the evaluation process and also growing the role of student worship leaders.

The school meets the statutory requirements for collective worship.

### **The effectiveness of the religious education is outstanding**

Standards in Religious Education (RE) at GCSE are significantly above the national average and compare favourably with other core subjects. This is impressive given that all students take the full course GCSE. Prior to taking GCSE, students make good progress throughout both Key Stages 3 and 4. Student attainment for Advanced Level Religious Studies is in line with attainment in other subjects and the school's overall average point score exceeds the national average.

Students enjoy the subject and have a high regard for it as an academic subject. Those spoken to demonstrated their spiritual and moral awareness as they said that 'by learning about other religions, you learn more about yourself' and that 'you learn to respect other people and the faiths they have'.

A focus for development arising from the previous inspection was for the number of world religions studied at Key Stages 3 and 4 to be reviewed and this has now taken place.

The quality of teaching seen during the inspection was consistently good and often of a high quality with a range of creative learning styles employed and activities designed to include all students. In

the best lessons, enthusiastic staff created a high quality learning environment that empowered students, boosted confidence and secured very good progress. This was seen in a Year 12 lesson in which students were considering how the problem of evil can lead to non-belief in God. Excellent relationships combined with a wide range of teaching strategies, including paired discussion and focused questioning, engaged students who progressed well as they forged strong links between their study of religion and more personal reflections.

Effective monitoring and assessment procedures enable staff to meet the needs of students of all abilities and careful checking of understanding during lessons has a positive impact on the quality of learning. Detailed feedback through marking of work as well as effective use of self and peer assessment informs students about their progress and also provides a clear understanding about ways to sustain improvement. The school plans to build on good practice to ensure teaching and learning lead to outstanding progress and outcomes at Key Stage 5.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The headteacher clearly articulates how Christian values based upon the Theology of Hope underpin the life and direction of the school. Daily school life is characterised by a Christian understanding of compassion, respect, optimism and service to the community. Ably supported by senior staff, chaplain and governors, the headteacher's spiritual leadership has embedded a distinctive ethos throughout the school that is characterised by trusting relationships and a high level of pastoral support.

In this Christian learning community, staff are highly valued and present as strong role models. They are encouraged to prepare for professional advancement and future leadership of Church schools and benefit from personal, spiritual and professional development. The leadership team actively encourage staff to 'step-up' to the next level and develop their leadership skills by sharing and developing good practice both within and beyond the school. Staff then embrace this 'empowering' environment by enabling students to have opportunities for leadership.

Parents spoken to were very supportive of the school and praised the 'superb pastoral care' shown by staff and also spoke of the 'pride' their children have in their school.

Governors make a significant contribution to the work and direction of the school. They have extensive knowledge and rigorously monitor the effectiveness of the school as a Church school. The successful move to a single and modernised site since the last inspection has, in the words of the headteacher, 'energised the school' and is evidence of the skill and ability of the governors and leadership team to effectively meet the present and also shape the future needs of the school.

Representation on the governing body from the local parish, Deanery and Diocese results in close partnership and also an enriching of the school leadership which is further strengthened by the representation on the Academy Trust from the Deanery and the Diocese. In addition the school has extensive links and partnerships with a range of support agencies, services and charities locally, nationally and globally and in recognition has received the International School award.

There is no complacency in the leadership team and this explains why the school has continued to have an outstanding impact on students from its strong position at the time of the previous inspection.



## Judgement Recording Form (NSJRF)



**Name of School:** Bishop Ramsey Church of England School  
**Address:** Hume Way, Ruislip, London HA4 8EE

**Date of inspection:** 7-8 March 2013  
**Type of Church school:** Academy  
**Phase of education:** Secondary  
**Number of pupils:** 1248  
**URN Number:** 137407  
**NS Inspector's Number:** 637

Rating 1-4\*

How distinctive and effective is the school as a Church school?	1
How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
What is the impact of collective worship on the school community?	1
How effective is the religious education?	1
How effective are the leadership and management of the school, as a church school?	1
The school meets the statutory requirement for collective acts of worship	Yes
The school meets the statutory requirement for religious education	Yes

\* Ratings: 1 Outstanding; 2 Good; 3 Satisfactory; 4 Inadequate