

The Bishop Wand Church of England School

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

Unique reference number (URN): 138491

Inspection report: 10 March 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve highly across the school's curriculum. This is evident in the vast majority of examination results at key stage 4 and in the high-quality work of current pupils and students. Published results in the sixth form have not been as strong in the past. Leaders have taken swift and effective action to raise standards and ensure that current students make accelerated progress from their starting points.

Pupils particularly value how staff do not just prepare them for their examinations and qualifications, but also support them as individuals for the next stage of their education and for adult life. This is particularly evident for pupils with special educational needs and/or disabilities, who achieve very well across a range of subjects. They, alongside their peers, secure the detailed knowledge and qualifications that they need to move into the school's sixth form, or on to further education, training or employment.

Attendance and behaviour

Strong standard ●

There is a strong sense of belonging in the school community. Pupils are keen to attend because they enjoy their learning and value the kindness on offer at the school. Attendance rates are impressively high for all groups of pupils. This is because the school respects each individual's needs without compromising on high expectations. When appropriate, leaders sensitively provide bespoke support to help pupils to improve their attendance. Pupils enjoy positive experiences in lessons and during social times. They demonstrate high levels of commitment and motivation across school life.

There is an embedded culture of respect, independence and pride that pupils reflect through their behaviour and actions across the school day. Pupils and students are courteous and respectful and demonstrate self-discipline and maturity. Students and older pupils actively look out and care for their younger peers. Bullying and harassment of any kind are not tolerated.

Staff apply the school's rules fairly and consistently. Systems are in place to ensure smooth transitions between lessons and at social times, ensuring corridors do not become overcrowded. Calm, established routines appear to happen automatically. This warm and welcoming school environment ensures that pupils spend their social time positively, socialising with friends, playing sports or engaging with the many other activities on offer during the day.

Personal development and wellbeing

Strong standard ●

The school's values are at the heart of its extensive, carefully designed and highly effective personal development programme. The personal, social, health and relationships and citizenship curriculum is carefully threaded throughout tutor times, lessons and assemblies. Leaders are committed to ensuring that pupils learn to be ambitious, respectful and responsible citizens. This is reflected in pupils' conduct each day as well as their positive contribution to the school and wider community.

Pupils are knowledgeable about important concepts such as healthy relationships, finance, staying safe online and promoting positive mental and physical health. They develop a deep understanding of all that it means to live in modern British society. Pupils demonstrate a mutual respect for others' opinions, faiths and cultures. This contributes to the culture of belonging and respect that underpins this school. This is recognised by pupils. They feel cared for as individuals, stating that they are seen as 'a person, not just about our learning and examinations'.

Focused on developing confidence, curiosity and employability skills, the school's impressive 'brighter futures' programme provides a huge range of opportunities for pupils to develop their talents and interests. These include the arts, many different sports and a wealth of other clubs and activities. Pupils value how their ideas are used to help mould the different activities on offer. Leaders remove barriers so that all pupils can make the most of these opportunities, including those who are disadvantaged and pupils with special educational needs and/or disabilities.

All pupils are provided with support to nurture their individual talents and ambitions. Pupils receive helpful careers advice throughout the school. This, coupled with 'brighter futures' and opportunities to adopt leadership roles, encourages pupils to be highly ambitious for their futures. Pupils and students receive work experience and detailed guidance about possible future pathways, enabling them to make informed choices.

Expected standard

Curriculum and teaching

Expected standard 

Leaders have designed an ambitious and well-sequenced curriculum that enables pupils to build knowledge and skills across a broad range of subjects. Pupils appreciate the variety on offer, and in key stage 4 they select courses that match their interests and future aspirations. Pupils who enter the school without secure reading, writing or mathematical skills receive effective support, including whole-school reading strategies and targeted interventions. Leaders closely track pupils' progress to ensure any gaps in learning are reduced.

Staff typically make the curriculum accessible for all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities. Consequently, over time, all groups of pupils are taught well across the curriculum. Teachers typically engage pupils with enthusiastic teaching and use agreed approaches to introduce new concepts, deepen thinking and address misconceptions, promoting increasing independence.

Ongoing training is helping staff to strengthen pupils' oracy and literacy so they can communicate their ideas more clearly across subjects. However, this practice is not yet consistent in all areas of the school. Leaders know that there is further work to do to ensure that the curriculum is taught as well as they intend, particularly in key stage 3.

Inclusion

Expected standard 

Most disadvantaged pupils, those with special educational needs and/or disabilities (SEND) and those who are known (or previously known) to children's social care are supported well. Leaders have an in-depth knowledge of pupils' individual needs and identify and address these swiftly. Effective strategies are put in place to support their learning and wellbeing. This includes thoughtful engagement with and the use of external agencies, where appropriate. The views of pupils and of their parents and carers help to shape the support that the school provides for pupils. The school's focus on getting to know pupils' individual needs and/or barriers underpins the very positive behaviour and high attendance rates of all groups of pupils.

Leaders use additional funding strategically, regularly reviewing and updating their plans so disadvantaged pupils and any pupils who attend alternative provision are supported to achieve well.

Leaders pay careful attention to how well pupils who face barriers to their learning and/or wellbeing are doing, both academically and pastorally. Staff receive regular training about how to support pupils with additional needs. Most staff make appropriate adaptations or adjustments to learning for pupils with SEND and those who are disadvantaged. However, at times, staff are less clear about the specific adaptive practices these pupils may need in lessons.

Leadership and governance

Expected standard 

Leaders know their school extremely well. They are committed to ensuring that the school offers 'academic excellence, outstanding pastoral care, and a vibrant co-curricular life'. This vision is shared across the school community. Pupils, staff, parents and carers are proud of the school. They are rightly confident in the school's capacity to improve still further, and they fully support leaders' work.

Pupils value their education and appreciate how leaders and staff support them to become the best versions of themselves. Leaders and trustees are justly proud of the successful recent transition they have made from being a single academy to a multi-academy trust. This change has been well managed and has strengthened many aspects of the school's work. For example, the school's curriculum is increasingly well taught and effective.

Leaders, including those responsible for governance, know the strengths of the school and where they need to sharpen systems to further raise standards. Trustees hold leaders to account well, ensuring further enhancements to pupils' learning and experiences are made. They understand and fulfil their statutory duties well. Leaders are passionate in ensuring that the school meets the needs of pupils, including those with special educational needs and/or disabilities or other barriers to their learning or wellbeing.

Staff are positive about working at the school. They feel valued members of the school community. Leaders prioritise their workload and wellbeing. Staff benefit from professional learning that helps them to fulfil their roles effectively. This includes early career teachers, who are well supported in their development.

Leaders have strengthened the leadership of the school's post-16 provision following its recent expansion to meet local needs. The school now offers provision for aspiring elite rugby players. The curriculum on offer is suitably broad and well-matched to students' interests and aspirations. Past published performance information has not been as high as the rest of the school's outcomes. However, the high-quality work produced by students demonstrates that they are currently progressing well through the curriculum from their starting points. Students who may face barriers to their learning, for example those with special educational needs and/or disabilities, are supported well in lessons.

Students are motivated and keen to learn. They thrive because of the helpful feedback given by their skilled teachers. Students develop the study skills and confidence that will support them well in their next stages in education, employment or training. Personalised careers advice and guidance ensures that students know what they need to do to realise their ambitions. The personal development programme further enhances and enriches students' academic learning. Students value the care and support that they receive from staff. In return, they are keen to make an active contribution to the school and are positive role models to younger pupils.

What it's like to be a pupil at this school

Bishop Wand is a happy and welcoming school. Pupils and students flourish in a positive, inclusive culture underpinned by warm, trusting and respectful relationships between staff and themselves. Consequently, pupils are keen to come to the school. Their attendance rates and behaviour are very impressive.

Pupils experience an ambitious curriculum. They learn a wide range of subjects that are taught by subject specialists. Pupils learn in calm and purposeful classrooms. They typically enjoy learning and want to do their best to achieve their personal, high ambitions. Staff know pupils as individuals. They work hard to support their needs. Any pupils who face additional barriers to their learning are typically supported well. All groups of pupils achieve highly in their GCSEs from their various starting points. In the past, students' achievement in the sixth form has not been as impressive. This has changed, as current students' achievement is much better. Leaders are resolutely focused on embedding further improvements to students' outcomes in the post-16 provision.

Pupils understand and embrace the school's values. They feel, and are, safe at the school. Pupils respect and value each other's individuality. Bullying is rare. Pupils trust staff to manage any poor behaviour or unkindness effectively. A very high-quality and comprehensive curriculum offer beyond the academic supports pupils' wider development. The school's 'brighter futures' programme offers a vast array of opportunities for pupils to take part in. These include practical and relevant activities that nurture pupils' talents and interests and promote their employability skills. Pupils gain valuable careers advice and guidance to help ensure that they understand the range of future pathways available to

them. They are extremely well prepared for their next steps in employment, education or training.

Next steps

- Leaders should continue their work to embed more consistently effective teaching across the curriculum, with a focus on addressing gaps and misconceptions in pupils' knowledge and adapting learning to support pupils who have barriers to their learning.
 - Leaders should sustain and further build on their recent improvements to the post-16 provision, ensuring that students' achievements and published outcomes continue to improve.
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About this inspection

The school is part of the Instanter Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Daniel Aldridge, and overseen by a board of trustees, chaired by Robert Hodges.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the CEO, the headteacher and other senior and middle leaders. The lead inspector spoke to trustees and members of the local governing committee, as well as a representative from the Diocese of London. Inspectors met with other leaders, staff and pupils during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character and is within the Diocese of London. The last section 48 inspection took place in February 2023.

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.

The school makes use of 2 alternative provisions.

Headteacher: Daniel Aldridge

Lead inspector:

Matthew Newberry, Ofsted Inspector

Team inspectors:

Ann Fearon, Ofsted Inspector

Julia Mortimore, Ofsted Inspector

Mike Serridge, Ofsted Inspector

Fae Dean, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 March 2026

School and pupil context

Total pupils

1,200

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,005

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

Pupils eligible for free school meals (FSM)

7.39%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

3.25%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

12.83%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	61.4%	45.4%	Above
2023/24 (final)	58.2%	45.9%	Above
2022/23 (final)	50.0%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	53.9	46.0	Above
2023/24 (final)	53.1	45.9	Above
2022/23 (final)	51.7	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.40	-0.03	Above
2022/23 (final)	0.24	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	31.3%	25.8%	Close to average
2023/24 (final)	33.3%	25.8%	Close to average
2022/23 (final)	16.7%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	40.5	34.9	Above
2023/24 (final)	43.9	34.6	Above
2022/23 (final)	42.3	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.09	-0.57	Above
2022/23 (final)	0.02	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	31.3%	53.1%	-21.9 pp
2023/24 (final)	33.3%	53.1%	-19.8 pp
2022/23 (final)	16.7%	52.4%	-35.8 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	40.5	50.4	-9.9
2023/24 (final)	43.9	50.0	-6.1
2022/23 (final)	42.3	50.3	-8.0

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.09	0.16	-0.07
2022/23 (final)	0.02	0.17	-0.15

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	97%	91%	Above
2022 leavers (revised)	97%	93%	Above
2021 leavers (revised)	95%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	28.50	34.99	Below
2023/24 (final)	26.45	34.38	Below
2022/23 (final)	30.46	34.16	Below

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	-0.4	0.0	Below
2023/24 (revised)	-0.4	0.0	Below

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.9%	8.1%	Below
2023/24 (3 term)	5.7%	8.9%	Below
2022/23 (3 term)	6.3%	9.0%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	10.3%	21.9%	Below
2023/24 (3 term)	11.8%	25.6%	Below
2022/23 (3 term)	15.4%	26.5%	Below

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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