

## National Society Statutory Inspection of Anglican Schools Report

### **Wilson's Church of England Voluntary Aided Grammar School,**

Mollison Drive,  
Wallington,  
SM6 9JW

#### **Diocese: Southwark**

School's Unique reference number: 103007

Date of inspection: 3<sup>rd</sup> and 5<sup>th</sup> July, 2007

Date of last inspection: 10<sup>th</sup>, 11<sup>th</sup> March 2003

Headteacher: Mr Damien Charnock

Chair of Governors: Mr S Wisson

Inspector's name with National Society inspector's number: The Rev'd. Richard Peers (125)

### **School context**

Wilson's is an 11-18, selective Grammar school. It draws students from a very wide area. The school has mathematics and computing specialism. About half of the student body has a minority ethnic background and about a third have English as an Additional language although not in the early stages of acquisition of English. Twenty five places each year are reserved for students who worship regularly in Christian churches.

Please note: this inspection was carried out using the criteria set out below from a Memorandum of Understanding between the Southwark Diocesan Board of Education and the Governing body of Wilson's School, not the National Society's National Framework for the Statutory Inspection of Anglican Schools.

### **The distinctiveness and effectiveness of Wilson's as a Church of England school are outstanding**

Wilson's is an outstanding school which puts into practice its vision of being a high achieving educational environment built on respect and tolerance. The Headmaster and Governors have a clearly worked out understanding of the school's ethos which is put into practice very effectively indeed. Students make exceptional growth spiritually, morally, culturally, mentally and physically.

### **Established strengths**

- The high achievement of students in Religious Education (R.E.) and all areas of the curriculum reflecting outstanding mental and physical development of students;
- the inclusive culture of respect and tolerance;
- the extremely varied programme of sporting and other enrichment activities reflecting the commitment to the development of the whole person.

### **Focus for development**

- To develop an evaluative approach to the Governors' Memorandum of Understanding
- To share the good practice of the school in outstanding leadership and high achievement within a caring environment with the wider diocesan family of schools.

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

The school through its character is outstanding at meeting the needs of all learners. Students benefit from very high expectations in the day to day life of the school. They behave courteously and show respect to everyone they meet. They speak politely to one another and to adults. Students report that there is no bullying within the school and that differences between people are respected and celebrated. Students know the difference between right and wrong and choose to behave according to the school's core values. The school site and buildings are outstanding and reflect the high aspirations of the school and its students. The grounds are very well cared for and show real beauty. Students recognise that they are privileged to be in the school and are rightly proud of its achievements.

Students spoke impressively about how the school's Outdoor Centre establishes relationships and builds the community. Sport is also used well to strengthen a sense of belonging. Students particularly liked the presence of the Headmaster at sporting events and the interest shown in achievement in sport.

Drama is used well in Year 7 to further build a sense of belonging and a positive attitude to both musical and dramatic performance.

The pastoral system is strong and effective. Students believe they are well cared for and valued as individuals. They particularly value their Year Managers. Students value the 'mentor teams' of older students and the presence of sixth formers in the day to day life of the school and would like these links across years to be developed.

The school has an extensive programme of fund-raising for charity and students know they are encouraged to find ways of helping others. They spoke of a bowling competition against teachers, a sponsored hair cut, cake sales and other ways that they have raised money.

The spiritual development of students is outstanding. Students had a good understanding of the diversity of religious belief and the importance of spiritual experience in the lives of many people. They spoke particularly of it being 'important to have faith and hope even if you don't believe in God'. Students also value knowing about a variety of religious traditions so that they are able to 'talk to anyone'.

Students recognise that the school enables them to develop formal relationships with staff in a way which will benefit them in later life. They also know that these relationships will develop as they grow older and believe that they are treated as adults when in the sixth form. However, younger students felt that 'there is not much emotional awareness' and that when they feel sad it is not always noticed.

**The impact of collective worship on the school community is good**

Collective Worship is good. Assemblies are given high priority and students behave with respect during them listening carefully and attentively to the speaker. In one very good assembly the quality of presentation and content was very high and students later reflected on the way in which their attention had been caught. An impressively long period was allowed for reflection in silence.

Students value the opportunity assembly provides to celebrate achievement, and be together as a corporate body as well as the importance of the message they hear. They particularly valued an assembly in which a Year Manager played the guitar and this engaged them at a different level and in a different way to other assemblies. Another assembly that had made a significant impact on students involved them acting out scenes to back up the point being made. There are not enough opportunities for student involvement and the culture of performance in the curriculum could be used effectively in worship.

A room is set aside as a chapel and is used by both Christian and Muslim students reflecting the school's commitment to the respect for all faiths and cultures. There is an active Christian Union and a prayer group of staff and parents meets each term.

Students spoke of there not being anywhere to go when they wanted to be quiet and 'do

nothing' at break and lunchtime and insufficient time and opportunity is provided for this. The school has a number of formal religious events including the celebration of Founder's Day in Croydon Parish Church. Students know that this gives them an opportunity to experience a particular style of Anglican worship and that it links them with the school's history. They know that the school's founder was a priest.

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

Religious Education is outstanding. Standards in Religious Education are particularly high with students in Year 8 consistently working at Level 6 and above. In 2006 75% of students gained an A or A\* at GCSE short course, in line with the school's 79% of these grades for all subjects. The Scheme of Work is of a very high quality and the tracking of pupil progress, although not using the levels in the National Framework, is exemplary. A variety of World Religions is taught using intelligently selected themes. Students were able to say how these themes also relate to their religions and apply their knowledge in unfamiliar areas. Although the quality of teaching is currently varied the capacity to improve is very secure. The leadership of the Head of Department is outstanding and he provides a very good model of the highest possible quality of teaching. He has a very clear understanding of the strengths and weaknesses of his department and excellent knowledge of his subject and relevant curriculum developments. The capacity to improve further is outstanding.

Where teaching is strongest it is because planning is excellent and built on clear learning objectives with outstanding opportunities for assessment for learning within the lesson. Opportunity was provided in one outstanding lesson for visual, auditory and kinaesthetic learning with particularly excellent use of Christian art to explore the issue of gender stereotyping. Books are well marked and use constructive comments with targets for future progress. Written work is of a high standard and reflects well the articulate nature of the student body.

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

The leadership and management of the school is outstanding. The Headmaster has an outstanding clarity of vision for the school. He is well able to articulate the school's self-understanding as deriving from a Christian context but now acting as a properly inclusive community in which all belong and no one is simply a guest. This vision is made real in the daily life of the school and is also clearly understood by students. Students spoke of the school as one where 'anyone can fit in' and of 'everyone being treated equally'.

A parent spoke very positively of the school and the 'very strong' leadership of the Headteacher.

The school's self-evaluation in the Ofsted Self-Evaluation Form is excellent, although judgements need to be made against criteria relating to a wider understanding of spiritual development.

The Governors have an excellent understanding of the school and its strengths and weaknesses. They give generously of their time and clearly monitor well the school's progress. Together with the school's Foundation they provide an excellent sense of continuity and belonging. Students know about the Old Boys' association and recognise that former pupils enrich the life of the school.