

Bishop Perrin Church of England Primary School

Inspection report

Unique Reference Number	102918
Local Authority	Richmond Upon Thames
Inspection number	308165
Inspection date	21 May 2008
Reporting inspector	Susan Thomas-Pounce

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	204
Appropriate authority	The governing body
Chair	Mr D Bass
Headteacher	Mrs L Lund
Date of previous school inspection	18 October 2004
School address	Hospital Bridge Road Twickenham TW2 6LF
Telephone number	020 8894 1447
Fax number	020 8898 2854

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Introduction

One Additional Inspector carried out the inspection. The overall effectiveness of the school was evaluated and the following areas investigated:

- achievement of pupils
- current progress being made by pupils of all abilities, particularly in writing
- trends and variations in the quality of teaching
- the quality and impact of the curriculum.

Evidence was gathered from observations around the school, discussions with pupils, staff, parents and governors, analyses of the school's working documents, and the questionnaires completed by parents. Other aspects of the school were not inspected in detail, but the inspector found no evidence to suggest that the schools own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This Voluntary Aided, one form entry church school, is over subscribed, drawing pupils from the immediate locality. Attainment on entry varies from year to year and within each cohort but is broadly as expected. Mobility of pupils has increased since the previous inspection. Both the number of pupils for whom English is an additional language and those from ethnic minorities is higher than that found nationally. The proportion of pupils with learning difficulties and/or physical disabilities is below average, however there are more pupils with a statement of special educational need than usual. The number of pupils eligible to free school meals is below the national average. The school has been awarded Activemark Gold Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school. The high quality care, guidance and support given to pupils helps them to overcome any barriers to learning. Personal development is excellent, and a very wide range of activities is available to provide appropriate additional help or challenge to individuals. Parents are overwhelmingly positive about the school and its many strengths are greatly appreciated. Children come home talking with enthusiasm about what they have learnt. The headteacher has an outstanding impact on the school and has created a lively and purposeful atmosphere. Her exceptional leadership has ensured that the school has continued to improve since the last inspection and is extremely well placed to improve further.

Pupils' achievement is outstanding. They make excellent and consistent progress throughout the school. From their levels of attainment on entry, which is broadly in line with what is expected of children at this age, children reach standards that are above those expected by the end of Reception. This excellent progress continues through Key Stage 1, where in the 2007 national assessments, standards were well above average in reading and above average in mathematics. Although all pupils reached above average standards in writing, fewer boys reached the higher levels than in the other subjects. The school's excellent self-evaluation showed that writing was an area to address so that standards could be raised to the level of the rest, and a number of very effective measures have recently been put in place to do this. Standards have been above average at the end of Year 6 and the progress pupils make and their levels of achievement have been consistently exceptional for a number of years especially in English. Senior staff thoroughly track pupil progress. This enables them to take swift action to rectify any problems if pupils' progress towards their targets slows down. Pupils with learning difficulties and/or disabilities make excellent progress academically and when measured against their own personal goals.

Outstanding personal development and well-being is a strong contributory factor to the superior academic achievement of all pupils. Attendance is good and pupils know a good deal about how to stay fit and healthy. Christian values underpin the school's work and pupils' moral, social and spiritual development is outstanding. There are close links with the local church and pupils have an understanding of other faiths through the work they do in religious education lessons. Relationships between pupils from different cultures are excellent. It was evident from talking with them and observing them in lessons that they are keen to learn and take real pride in their work. They say that they feel safe and secure and that there is no bullying in school.

Teaching and learning are outstanding and this is the main influence on pupils' rate of progress. Teachers are enthusiastic, thoroughly enjoy what they do and are fully committed to providing a rich educational experience for their pupils. This is why pupils find learning fun, behave extremely well and have excellent attitudes to their work. Teachers have high expectations of pupils and set them challenging learning targets. Pupils know how well they are doing and what they must do to improve. They make good use of information and communication technology (ICT) to support their independent working and the varied learning activities inside and outside of school broadens their understanding of the wider world.

Pupils benefit from an outstanding curriculum, and this is further extended by a good range of popular extra-curricular activities. There is a strong focus on literacy, numeracy and ICT. Key skills such as problem solving and working with others are being developed in other subjects. The school is beginning to incorporate these stimulating activities much more into teachers'

planning to improve the basic skills of pupils further, especially for boys. During the inspection the whole school was involved in Book Week and with obvious interest and excitement, children were filming, writing scripts, and learning how to use persuasive writing to attract pupils to read more. Other features that significantly contribute to enjoyment and achievement are the excellent well-used library and the recently developed wildlife garden.

Leadership and management are excellent. Staff and governors share the vision for improvement and they work well as a team. The partnership between the headteacher and the deputy headteacher is extremely productive. Together they drive improvements forward. Monitoring of teaching and learning is of high quality and as a result, almost all of the teaching in the school is good or better. Safeguarding systems are in place. The school sets itself challenging targets. There are very efficient tracking systems to check pupils' progress and this gives pupils an excellent foundation to build on in their future lives. Evaluation of performance is realistic and development planning is clear and well prioritised. Governors are very supportive and know the school well.

Effectiveness of the Foundation Stage

Grade: 1

The Reception class forms an integral part of the school and is equally well taught, led and managed. Staff work together as a strong team to ensure that children's learning needs are met in a safe, happy and stimulating setting. There is a good focus on meeting children's diverse needs and helping those at an early stage of learning English to develop their skills and confidence in this area. Staff assess children very regularly and thoroughly, so that they can track their progress and spot problems early. Very good relationships with parents keep them informed of their children's progress. Parents are full of praise for the teachers and one, representing the views of many commented, 'the teaching, care and settling into the school in reception is outstanding, we are positively encouraged to engage in our children's learning.' The children are provided with a very well-planned curriculum appropriate for their ages, which maintains an excellent balance between teacher-led and child selected activities. By the time children start in Year 1 they have been expertly and effectively prepared for their future learning.

What the school should do to improve further

- Raise standards by accelerating the progress of boys, so that it no longer lags behind that of girls in reading and writing.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

05 June 2008

Dear Children

Inspection of Bishop Perrin Church of England Primary School, Twickenham, TW2 6LF

I am writing to thank you for the way you made me welcome when I visited your school recently. I also want to thank you for the help you gave me in finding out about the school. I especially enjoyed watching you at work and play, having lunch with some of you and being shown around your school. I really enjoyed the Power Point presentation so expertly given by the school council. I agree with them, your library is an exciting place in which to learn. I found your school to be outstanding and know from talking to you and your parents that you feel the same.

You make excellent progress to reach standards that are higher than in most schools, because your teachers really encourage you to do even better in so many of your lessons. You know how well you are doing and your teachers work hard to make sure that you reach your learning targets. When you hit problems, there is always an adult there to help. You all get along very well together and your behaviour is excellent. Some of you told me how important it is to eat a healthy diet and to take regular exercise, and I saw many of you playing energetically outside in your playground.

Another reason for the school's success is that your headteacher, deputy headteacher and senior managers lead and manage the school exceptionally well. They are always trying to improve things and try out new ideas. I think it is good that they are now looking at how they help many of the boys to improve their progress in reading and writing. I know that you will all work hard enough to make this a success.

Thanks you once again for helping me with the inspection. Enjoy your time at Bishop Perrin and keep working hard.

Yours sincerely

Susan Thomas-Pounce

Lead Inspector