

Bishop John Robinson Church of England Primary School

Inspection report

Unique Reference Number	100181
Local Authority	Greenwich
Inspection number	354812
Inspection dates	10–11 November 2010
Reporting inspector	Angela Konarzewski

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Jim Draper
Headteacher	Andy Redman
Date of previous school inspection	28 April 2008
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Introduction

This inspection was carried out by three additional inspectors. Eight lessons and teachers were observed. Meetings were held with groups of pupils, staff and the chair of governors. Inspectors observed the school's work and looked at the school's self-evaluation documents, school improvement plans, governing body minutes, a variety of policies and risk assessments, documentation relating to pupils' progress and safeguarding, lesson plans and pupils' work. The questionnaires returned by 103 parents and carers, 16 members of staff and 106 pupils were also scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- If action taken to reverse the fall in attainment in English and mathematics has raised pupils' current achievement.
- How well pupils make progress in science.
- How well teaching is matched to the needs of pupils with special educational needs and/or disabilities, and those speaking English as an additional language.
- Whether teaching is sufficiently challenging for more-able pupils to make the progress they should.
- If systems and strategies for assessing and monitoring pupils' progress are effective.

Information about the school

Bishop John Robinson Church of England Voluntary Aided Primary School is an average size school that serves a mixed community. Most pupils come from minority ethnic groups, with a large majority from Black African backgrounds. A very small minority are White British. A few join the school speaking little or no English and over half of the pupils are learning to speak English as an additional language. A small number of pupils have special educational needs and/or disabilities. In June 2008 the school entered into a partnership with Christ Church Church of England Primary School and the headteacher of Bishop John Robinson became executive headteacher of both schools. In October 2008 the school was subject to a serious arson attack and the damage was so severe that a rebuild was required. The school community was relocated to a new school several miles away until September 2009 when the new school building was completed and resourced. The school has an Extended Schools Award, the Healthy Schools Award and A Bishop's Certificate of Governance. The Early Years Foundation Stage is organised into two classes, Nursery and Reception.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Bishop John Robinson Church of England Voluntary Aided Primary School provides a good education. Outstanding levels of care, guidance and support mean pupils feel very safe, behave extremely well and enjoy attending. The improvements, which have been implemented since the fire, when the whole school was relocated for a year, are largely due to the determination of the executive headteacher and his senior leadership team. The focus on school improvement and the very positive school vision of 'Onwards and Upwards', have ensured that, despite the turmoil caused by the fire and its consequences, the school has maintained a good quality of teaching and learning. Pupils have a good start in the Early Years Foundation Stage and this good progress continues so that pupils' attainment is above average when they leave in Year 6. Pupils generally achieve well. Higher attainers make good progress where they are appropriately challenged, but this is variable between different classes.

A strong Christian ethos permeates all aspects of the school's work and impacts very positively on pupils. Pupils say they feel safe and happy at school as they are exceptionally well cared for. The atmosphere in the school is calm, and harmonious relationships exist between all. The school's excellent promotion of their spiritual, moral, social and cultural development means that pupils' behaviour is excellent and they are friendly, confident and considerate towards one another. Progress in lessons is enhanced by pupils' positive attitudes to learning. Pupils' cultural development is a strength because of the many opportunities provided by the school to develop an understanding of other faiths and cultures beyond the school's immediate context.

Teaching is typically good. Some outstanding teaching challenges pupils' learning by providing very effective questioning and use of talk partners to increase understanding. However, in some less well taught lessons, the pace is slower and pupils are required to sit and listen for too long so opportunities for them to be active learners are missed. More-able pupils are not always stretched in their thinking. The curriculum, usually taught well and aided by effective support staff, provides rich opportunities for pupils to learn in contexts which are cross-curricular and meaningful to them. An imaginative, whole-school project on writing, based on a poem called 'The Magic Box', inspired some exceptional language work. One Year 6 pupil wrote: 'My box is fashioned from steel roses and tulips with... the fossils of a dinosaur for padlocks.' Outstanding care, guidance and support, particularly for pupils with special educational needs and/or disabilities, and effective systems for intervening when underachievement is identified, mean the school is well placed to ensure progress for all groups continues to accelerate.

Planning for school improvement across the partnership of the two schools has provided significant opportunities to widen pupils' horizons. Governors are fully involved in the life of both schools and they challenge the leadership team effectively to ensure they aspire to

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improving provision for the pupils. There is clear evidence of the impact of this on the improved progress for pupils over the last year. Parents unanimously appreciate the quality of education and care provided by the school. As one parent wrote, 'The school is trying to give its best educationally, morally and socially to our children which is very encouraging.' Good self-evaluation routines have provided clear direction for improvements. The school's capacity to improve is good, given the swift recovery from significant disruption caused by the fire, the impact of change caused by the Partnership Agreement with Christ Church, 'Stronger Together', and the rise in attainment over the last 18 months. It falls just short of being outstanding as not all aspects of leadership, such as the links between the school's two governing bodies, are as yet fully developed.

What does the school need to do to improve further?

- Consolidate improvements in the quality of teaching so that it is outstanding overall by April 2011, by:
 - ensuring that more-able pupils are challenged appropriately in all lessons
 - ensuring that the pace of learning is always brisk and that time is used effectively.

Outcomes for individuals and groups of pupils**2**

Pupils' attainment at the end of Year 6 declined in 2009, most notably in science, and fell to below national averages. This decline was attributed largely to the fact that the school was burnt down in autumn 2008 and the school community was relocated into a building where they had limited resources and morale was low for pupils, staff and parents. Over the past year staff and governors have worked extremely hard to reverse the downward trend. Attainment rose to above national averages in the latest national tests as a result of the senior leadership team's drive for improvement in teaching, together with the provision of a brand new building and new resources. Scrutiny of pupils' workbooks and discussion with pupils reveal above average attainment across all year groups in English and mathematics, with high attainment in science. Progress in all subjects since the beginning of this term is good. Higher attainers make good progress when they are appropriately challenged. For example, in an outstanding mathematics lesson on time, the teacher adjusted her teaching according to the responses children gave to her questions using mini-clocks. Higher ability pupils were extended by being given time challenges beyond o'clock and half past. Lower ability children reinforced their understanding of time by reading 'The Bad-Tempered Ladybird' with a skilled teaching assistant. Pupils with special educational needs and/or disabilities, and pupils learning to speak English as an additional language, make outstanding progress as a result of targeted interventions and high quality support.

Pupils clearly enjoy their learning and they love coming to school so attendance is high. Positive attitudes are evident in the outstanding behaviour seen around the school. Pupils feel very safe and, since the fire, have a heightened awareness of health and safety issues. They have a good understanding of a healthy lifestyle, especially in terms of healthy eating and drinking. A powerful Christian ethos underpins pupils' strong sense of right and wrong and their caring attitudes towards one another. Daily acts of collective worship, and special events such as the Remembrance Day service, provide exceptional

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opportunities for pupils to explore their own and others' beliefs. Pupils make a good contribution to the life of the school and the wider community, for example through the school council, playground buddies and visits to a local home for older people. They successfully apply their basic skills, and their attendance is exemplary, so they develop a good foundation on which to prepare for their future lives in the workplace.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers have good subject knowledge and generally use questioning well to assess pupils' learning and progress during lessons so they can reshape their teaching accordingly. Where teaching is less successful, more-able pupils are not consistently challenged to do their best and too much time is spent sitting on the floor listening to the teacher.

The curriculum is broad and balanced with a good range of cross-curricular opportunities for personal and social development, including through philosophy lessons. An increased emphasis on science investigations has ensured science attainment has risen. The school choir is involved in outside performances including Young Voices at the O2 and singing at the local retirement home. There are some imaginative approaches to teaching writing which inspire pupils and promote good language development. A good programme of outside visits and speakers enriches pupils' learning and the school offers a range of extra-curricular activities in which pupils enthusiastically participate, such as guitar, Taekwondo

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and street dance. The school is seeking to develop links with learning partners, for example galleries and museums, in order to provide further enrichment.

The school ensures that pastoral care and guidance are outstanding and this is evident in all aspects of the school's work. Parents and carers have extremely positive views of the school and they appreciate the quality of care the school offers their children. Pupils with particular learning, emotional or physical needs receive exceptionally high quality support and effective targeted interventions to ensure they make excellent progress. Pupils whose circumstances may make them vulnerable are particularly well catered for as they receive targeted support from skilled learning mentors.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The executive headteacher, supported well by his senior leadership team, has been instrumental in driving school improvement since the last inspection, despite the difficulties caused by the disruption of moving premises. The partnership with Christ Church Church of England Primary School has enhanced opportunities to collaborate in shared leadership and in the exploration of best practice. The benefits of this alliance are beginning to be felt to good effect. The focus on supporting teachers to improve has raised the quality of teaching and learning and the school recognises that this needs to continue to be the main thrust of school improvement.

The outstanding care, guidance and support reflect the determination of the school to ensure that all pupils have an equal opportunity to do their best and that no pupil is subject to any form of discrimination. All leaders are involved in self-evaluation and are aware that they need to ensure that more-able pupils are appropriately challenged to progress in lessons and that lesson time is used effectively.

Governors are very supportive of the school but also ensure they hold leaders to account for its work. They are effective, for example, in ensuring safeguarding procedures are fully in place. Staff vetting procedures, risk assessments and child protection procedures are all well organised. Governors have just begun to collaborate with the governing body at Christ Church Church of England Primary School and are already beginning to see the benefits of a wider pool of expertise. The school is a very cohesive community, with parents and carers encouraged to participate in school life, including attending the collective acts of worship. The school supports several national charities including the National Society for the Prevention of Cruelty to Children (NSPCC) and the National Blind Children's Society and there are plans to re-establish links with a church in Livingstone, Africa, in order to promote pupils' links with, and understanding of, the wider world.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Nursery with attainment levels which are lower than those expected nationally, but, because of good quality teaching, high levels of care and good support from parents, children progress well so that, by the end of Reception, most have reached age-related expectations. They do particularly well in writing, with improvements since the last inspection, and in number skills. The Early Years Foundation Stage provides a warm, welcoming, happy environment in which children are well cared for. Teaching is always at least good, so children learn and progress well, including those with special educational needs and/or disabilities and those who are learning to speak English as an additional language.

Staff promote children's personal development and welfare well. Children enjoy many lively activities such as a celebration of the Hindu festival of Divali when they shared Indian food, wore costumes and made monster puppets linked to the story of Rama and Sita. Outdoor provision is used creatively to teach and promote an interesting curriculum. The school recognises that the lack of a covered space to allow learning to take place in all weathers hinders children's access to outside learning at times. Leadership and management are good. Planning for improvement has been effective in consistently maintaining and improving children's outcomes. Well-maintained policies and procedures ensure children are kept safe and secure. The provision, along with other areas of the school, has good capacity to improve.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Inspectors agree with the overwhelmingly positive views of the school expressed by parents. All parents are happy with their children's experience at school. They refer to 'devotion and commitment' of staff, and say 'teachers are wonderful'. One parent said, 'My daughter is leaving the school with outstanding performance and high expectations which are the result of the good work of the excellent staff of this school.'

Ofsted invited all the registered parents and carers of pupils registered at Bishop John Robinson Church of England Voluntary Aided Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 103 completed questionnaires by the end of the on-site inspection. In total, there are 230 pupils registered at the school.

Responses from parents and carers to Ofsted's questionnaire

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	78	22	21	0	0	0	0
The school keeps my child safe	71	69	30	29	0	0	0	0
My school informs me about my child's progress	67	65	34	33	1	1	0	0
My child is making enough progress at this school	65	63	34	33	2	2	0	0
The teaching is good at this school	65	63	36	35	2	2	0	0
The school helps me to support my child's learning	56	54	42	41	2	2	0	0
The school helps my child to have a healthy lifestyle	41	40	59	57	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	49	48	44	43	2	2	0	0
The school meets my child's particular needs	48	47	46	45	2	2	0	0
The school deals effectively with unacceptable behaviour	50	49	49	48	2	2	0	0
The school takes account of my suggestions and concerns	34	33	64	62	1	1	0	0
The school is led and managed effectively	56	54	42	41	1	1	0	0
Overall, I am happy with my child's experience at this school	67	65	36	35	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



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