

Bishop Perrin Church of England Primary School

Inspection report

Unique reference number	102918
Local authority	Richmond upon Thames
Inspection number	395405
Inspection dates	30–31 May 2012
Lead inspector	Ruth McFarlane

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 of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Russell Nimmo
Headteacher	Karen Finnemore
Date of previous school inspection	21 May 2008
School address	Hospital Bridge Road Twickenham TW2 6LF
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Age group	4–11
Inspection date(s)	30–31 May 2012
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Introduction

Inspection team

Ruth McFarlane

Additional Inspector

Graham Saltmarsh

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 17 lessons or part-lessons, taught by nine teachers. The inspectors listened to pupils reading and meetings were held with the headteacher, staff, the Chair of the Governing Body and groups of pupils. The inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. They observed many aspects of the school's work, and looked at governing body minutes, the systems for assessing and monitoring pupils' progress, safeguarding procedures, pupils' workbooks, and teachers' planning and marking. The inspectors took note of the questionnaires completed by 105 parents and carers, and those completed by staff and pupils.

Information about the school

This is a smaller than average-sized primary school. The Early Years Foundation Stage children are taught in a Reception class. Double the average proportions of pupils speak English as an additional language and are from minority ethnic groups. The proportion of pupils supported by school action plus or with a statement of special educational needs is below average. Fewer pupils than average are known to be eligible for free school meals. The school meets the current floor standard, whereby the government sets the minimum expectations for attainment and progress.

A breakfast club is managed by the governing body and operates on each school day. A new senior team, comprising headteacher, deputy headteacher and advanced skills teacher, took up their appointments during the year following the previous inspection.

On the morning of the first day of the inspection, the whole school took part in a Sports Day.

Inspection judgements

Overall effectiveness	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is an outstanding school, consolidating its position since the previous inspection. The excellent teaching of a rich curriculum to highly motivated pupils leads to their outstanding achievement. Exemplary practice in the use of assessment data is evident but not yet fully consistent.
- Children get off to a flying start in Reception. Pupils make rapid progress throughout the school. Attainment is usually significantly above average by the end of Year 6, particularly in English. Successful initiatives have ensured that standards in mathematics have recovered from a dip noted in 2011, particularly for higher attaining boys. Pupils now apply their mathematical skills exceptionally well and are back on track to achieve a significantly high proportion of higher grades this year.
- Lessons are thoroughly engaging affairs, firing pupils’ imaginations and inspiring excellent independent learning. Teachers enable pupils to take control of their learning by encouraging them to think about how they will succeed in meeting their learning targets, but this is not consistently exploited. Teachers’ written marking often contains excellent guidance, but pupils are not always given time to respond to it, for instance by remedying errors.
- Pupils behave extremely well and are exceptionally keen and enthusiastic learners, a result of the school’s very strong promotion of pupils’ spiritual, moral, social and cultural development. Consequently, the care and consideration pupils show for others help to generate a warm, mutually supportive atmosphere in which their learning and development thrive.
- First-rate leadership at all levels, including the governing body, drives the school, underpins its success, and consolidates and improves teaching and learning. There are thorough checks on classroom performance and meticulous follow-up of points to improve. Well-focused staff training has enabled all managers to make a significant contribution to successful, carefully planned actions to refine and improve teaching and learning.

What does the school need to do to improve further?

- Refine consistency in the use of assessment by:
 - enabling pupils to take further responsibility for their learning by guiding

- them to set themselves challenging 'success criteria' to meet their learning targets.
- providing more time for pupils to follow up the guidance given in teachers' written marking.

Main report

Achievement of pupils

Abilities on entry vary, but usually, about half of each cohort enter the school with skills below those expected for their age. Children make very rapid progress to reach above average standards by the end of the Early Years Foundation Stage in all areas of learning. This excellent rate of progress continues so that the majority of Year 2 and Year 6 test results have been significantly above average for a number of years, with a majority of Year 6 pupils working at least two years ahead of the expectation for their age. In 2011, a relative dip occurred in Year 6, especially in mathematics, for more able boys. This has been quickly reversed, the gap closed, and current standards are even higher, helped by pupils' exceptional attitudes to learning and a range of well-devised initiatives, including one-to-one tuition. Lesson observations, scrutiny of pupils' work and the school's own tracking information all confirm the strongly expressed views of parents and carers about the rapid progress made by their children.

Reception children respond very well to the vibrant curriculum. Sports Day spurred a range of exciting follow-up activities inside and outdoors, helping children distinguish between times to be competitive and times to support and help their classmates. Racing toy cars on ramps helped them extend their vocabulary, such as 'fastest', 'slowest' and 'further', as well as enabling problem solving, working out how far the cars travelled. Skills in phonics (linking sounds and letters) mean that children confidently 'have a go' at sounding out unfamiliar words. Examining their feelings during Sports Day and writing them down, a group of children correctly identified 'er' as a part of the word 'nervous'. Pupils continue to develop key reading skills rapidly and standards are at least above average by the end of Year 2. At this stage, pupils independently and readily refer to dictionaries to help them to extend their vocabulary. Reading standards are significantly above average by the end of Year 6. Here, pupils are avid readers and talk with great interest about the books they read and their favourite authors. Pupils write in a wide variety of styles and different subjects, using 'story maps' and other devices to plan extended pieces of writing.

Typically, learning is fast paced, and learning through linked subjects in themed learning ensures pupils' eager engagement and the rapid development of their key skills. Disabled pupils and those with special educational needs make excellent progress from their different starting points also and generally reach national expectations by the end of Year 6. Pupils speaking English as an additional language make excellent progress by being immersed in an environment rich in speaking and language.

Pupils also achieve significantly well for their age in extra-curricular pursuits. Pupils at the school recently won the local Tri-Golf championship, were semi-finalists in a

local netball championship and achieved individual success in regional swimming championships. These successes are often underpinned by the excellent range of professional sports coaching the school provides.

Quality of teaching

Excellent teaching and management of behaviour is evident at all levels and this leads directly to pupils' rapid progress and exemplary attitudes. Teachers have high expectations and challenge the pupils' thinking through skilled and probing questioning, adapting their teaching according to the pupils' responses. In the Reception class, activities are planned well to meet their needs and interests, inside and outdoors. Adults model language well and encourage independence. Throughout the school, teachers provide an excellent range of problem-solving and discussion opportunities, encouraging confident independent thinking. Older pupils' workbooks showed common use of algebraic theories usually learned in secondary school to find solutions to problems. Teachers' high expectations and often dynamic style inspires learning. Typically, in an outstanding Year 5 creative writing session, lively 'talk-partner' discussions, encouraged by astute questioning, promoted pupils' self-esteem and enabled pupils to share and generate imaginative ideas for their writing. In all classes, the additional adults made a very significant contribution to the learning of specifically identified pupils.

Reading is taught exceptionally well, from sharply focused sessions on the sounds made by letters, to developing skills of comprehension. Teachers promote attributes such as teamwork through collaboration on tasks and in discussion, promoting pupils' social skills very well. Pupils are often given the opportunity to evaluate their own work, using clear criteria. Some older pupils are encouraged to think even more about their learning by deciding for themselves how they will measure their success, but this practice is not widespread or fully developed as a further means for pupils to take responsibility for their learning. Teachers' helpful and often excellent written guidance explains how work can be improved or learning secured. Sometimes, pupils are required to initial the comments, but time for them to reflect on the guidance and make the improvements is not consistently given.

By identifying with clarity and speed the specific difficulties of disabled pupils and those with special educational needs, individualised action is put in place to tackle their targets. Teachers check progress carefully in class and in sharply focused short-term withdrawal sessions, so that programmes can be reviewed and adjusted. Parents and carers, along with their children, justifiably praise the high quality of the teaching.

Behaviour and safety of pupils

Discussions and school records show that the excellent behaviour seen during the inspection is typical of daily school life. This view is shared by pupils and their parents and carers. Pupils are members of a caring community in which they all can play their part, for instance, as well-trained 'playground pals', or as school councillors, or taking part in the local Pupil Parliament. Pupils move around the school very sensibly and quietly with the minimum need for supervision.

The pupils' exemplary classroom behaviour and high levels of attendance reflect their strong work ethic. Pupils are highly motivated, making an exceptional contribution to their own learning by working cooperatively and being very considerate towards each other. Pupils feel very safe in school, and all parents and carers responding to the questionnaire agreed that the school keeps their children safe. Pupils identify and minimise potential risks, for instance through road safety training and the school's robust approach to online protection. Anti-bullying sessions have enabled a shared clear understanding of the various kinds of bullying that pupils might encounter. Pupils know how to deal with any incidents because the school has devised well-understood procedures in case of need. School records confirm that incidents are very rare, apart from some very occasional temporary falling-out between friends.

Leadership and management

The school is in a very strong position to continue on its path of improvement. The headteacher tolerates no complacency and inspires the staff team to improve teaching and learning further. The school places great emphasis on empowering staff to contribute fully to school improvement through a training and development programme for aspiring and current leaders and managers. The high quality of this is recognised in the area, where it is supporting and developing teaching and learning in another local school. Rigorous checks on staff performance and the impact of teaching on pupils' progress pinpoint where further training is needed. Subject leaders make a strong contribution to driving improvement in their areas and supporting their colleagues. The governing body monitors the school's work very thoroughly and holds the staff to account for the pupils' achievement. It takes very seriously its responsibility for ensuring that safeguarding requirements are met, checked and vigorously maintained. The inclusion of pupils in governors' checks on safety in and around the school informs pupils' views that this aspect is outstanding. Parents and carers are overwhelmingly supportive. A very few commented adversely on the handling of concerns, but inspectors' investigations could find nothing to substantiate this view.

The curriculum gets off to a lively start in the Early Years Foundation Stage. Throughout the school, it focuses sharply on basic skills and inspires learning through lively themes and visits, promoting pupils' spiritual, moral, social and cultural development to a very high degree. For example, the current series of themed weeks focuses separately on the school, local, national and global communities. The breakfast club provides a nurturing start to the day for participants. The inclusion of elected pupils in school managers' discussions about curriculum developments, and in health and safety tours of the school with governors, enriches their understanding of a democratic society and ensures that pupils are included in all the school has to offer. Everyone is accepted as a valued member of the school family. Consequently, the school promotes equality and tackles discrimination very effectively. Pupils and their circumstances are well known, so that highly effective action is taken if there is the remotest sign of possible underachievement. As a result, any gaps in achievement, such as those previously for more able boys in mathematics are quickly identified and rapidly closed.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.

1 June 2012

Dear Pupils



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

Thank you for the warm welcome you gave the inspection team when we visited your school. Thank you also for sharing your views with us and to those of you who completed the questionnaire.

You go to a super school. It is outstanding, as it was at the previous inspection. These are some of the things we found:

- The curriculum provides very many enjoyable experiences for you, linking subjects together and including many clubs and events. You mentioned many that you have enjoyed, including gardening, knitting, and film club.
- Members of staff take excellent care of you and teach you how to keep yourselves safe and deal with any risks you might face.
- Your exceptionally positive attitudes to learning and exemplary behaviour contribute significantly to your outstanding progress.
- You are taught very well. Teachers make lessons really interesting and help you to make excellent progress.

There are just a couple of things in your lessons that will make your learning even more effective.

- Some of you are helped to think about what you need to do to succeed in a task (the success criteria) and that helps you take responsibility for your learning. We have asked the school to help all of you further in this.
- Teachers' written marking often offers you excellent guidance. We have asked the school to make sure you are given time to follow this up and show that you have learned from the guidance.

You can play your part in helping the school to get even better by continuing to work hard and challenging yourself to do really well.

Yours sincerely

Ruth McFarlane
Lead inspector

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