



Bishop John Robinson Church of England Primary School

Inspection Report

Unique Reference Number 100181
LEA Greenwich LEA
Inspection number 284171
Inspection dates 27 February 2006 to 28 February 2006
Reporting inspector Carmen Rodney

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary	School address	Hoveton Road
School category	Voluntary aided		Thamesmead
Age range of pupils	3 to 11		London SE28 8LW
Gender of pupils	Mixed	Telephone number	020 8311 0406
Number on roll	220	Fax number	020 8300 4463
Appropriate authority	The governing body	Chair of governors	Mr Jim Draper
Date of previous inspection	20 September 2004	Headteacher	Mr Andrew Redman

Age group	Inspection dates	Inspection number
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Introduction

The school was inspected by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

Bishop John Robinson C of E School is the same size as most primary schools, with 220 pupils aged between 3 and 11 on roll. The pupils come from a diverse range of ethnic and cultural backgrounds; the largest groups are white British, Black African and Caribbean heritage. A higher than average number of pupils speak a language other than English. The proportion of pupils eligible for a free school meal is about average. About 19% have learning difficulties but none has a statement of special educational need. Attainment on entry is average. The headteacher was recently appointed to the permanent post.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the School Inspections Act 2005, HMCI is of the opinion that the school no longer requires special measures. The school has achieved much in a short period of time. Inspectors agree with the school's evaluation that, at this stage of its development, it is providing a satisfactory standard of education. There are a number of good features, which demonstrate that it has good capacity to make further improvement. Under the good leadership of the recently appointed headteacher, there is commitment and good team work from all staff to improve the quality of education for the pupils. The pace of change, begun by the headteacher's predecessor, has been accelerated. Monitoring and evaluation as well as the analytical use of assessment information are now at the heart of improvement and curriculum leaders are developing their leadership and management skills to take the school forward. As a result, the senior team knows the strengths and weaknesses and there is a clear grasp of the next step they must take to sustain the progress. The governing body fully supports the school's passion for improvement and is now more adept at asking crucial questions about performance and provision. Standards are now significantly better than average in English and science, and pupils' academic progress is good. Provision and standards in the nursery and reception are satisfactory. The quality of teaching has improved and is now good, overall. The curriculum is satisfactory with some good features but links across subjects to bring coherence and relevance to pupils' needs are undeveloped. While much has been done to ensure that work is carefully matched to pupils' capabilities, teachers recognise that there is more to do for the more able pupils. Staff give a high priority to pupils' personal development, and care and behaviour is good. Pupils enjoy coming to school and value the friendly ethos, support and racial harmony that exist. The school is now working closely with parents who support its work. The issues from the last inspection in 2004 have been tackled very well.

What the school should do to improve further

* Ensure that expectations are consistently high for the more able pupils* Develop the curriculum further so that it is more relevant to the needs of individual pupils by using cross-curricular links to inform planning.

Achievement and standards

Grade: 3

Over the last two years, standards have risen in Key Stage 2 with pupils achieving standards higher than those expected nationally in English, mathematics and science. The 2004 results were high in all three subjects and were a significant improvement on the previously low results and represent good progress. At the end of Year 2, attainment was average in reading, writing and mathematics. The 2005 results in Key Stage 2 were much higher than 2004 in English and science but were lower in mathematics. The school recognises that there was an imbalance in the amount of

curriculum time spent on mathematics and has now corrected this difference. Although most of the pupils reach the expected level, the more able could make more progress. In 2005, the attainment in Key Stage 1 was above the national average in reading, writing but average in mathematics. Pupils in the Foundation Stage reach satisfactory standards with many achieving levels well beyond those expected for this age group in their personal, social and emotional development. The pupils' progress in the Key Stages 1 and 2 tests represent satisfactory progress. The school is aware that, while minority ethnic pupils achieve well, white British pupils do not always achieve as well as they could in the national tests even though they make similar progress to their peers in lessons. The school has set ambitious but realistic targets for this academic year. The school's assessment records and inspection evidence confirms that the pupils are on course to achieve the school targets.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They are confident and mature. Many are becoming increasingly responsible for planning their own work and making decisions on how best to present it. The good school ethos and relationships between pupils and staff have a positive impact on all aspects of personal development. Pupils have good attitudes to work and behave well because they help to develop school and class rules. Their spiritual, moral and social development are good. Pupils of all ages have good skills in information and communication technology (ICT), for example presenting the results of research into topics such as their local community. Their independence and improving standards in basic literacy, numeracy and ICT prepare them well for their future economic well-being. Attendance is above average and rising. They are enthusiastic about coming to school because there are 'lots of fun things to do'. Pupils are involved well in the school and local community, for example, through school council discussions on how to make the school more environmentally friendly. They learn how to look after themselves and are encouraged to adopt healthy lifestyles in personal, social and health education and physical education. Consequently these aspects of personal development are good.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching has improved significantly since the last inspection and is good overall. Teachers have worked very hard and have been receptive to suggestions to develop their practice and raise standards. The drive to improve teaching has been sustained against a background of high absences, staff turnover and interim leadership which led to uneven learning when the school was in special measures. Lessons are well planned and teachers use a range of activities to engage pupils effectively. They know their pupils well and have high expectations of what they can achieve in lessons and over time. Teachers therefore use time effectively to explore the learning objectives

and outcomes with pupils. They revisit these at the end of the lesson by asking probing questions and encouraging pupils to give clear feedback in order to assess their understanding. Discussions with pupils and observations of lessons confirm their views that teaching is good and fun. ICT is used effectively to demonstrate ideas and capture pupils' attention. Careful deployment of the teaching assistants and learning mentor contribute much to pupils' progress. This is because they echo the teachers well and work intensely with those learning English or those with learning difficulties. Marking is satisfactory overall; at best, it moves pupils' learning guiding them on how to improve.

Curriculum and other activities

Grade: 3

Inspection evidence supports the school's judgement that the curriculum is satisfactory, with some good features. The curriculum is well balanced, meets the needs of most pupils and stimulates an enjoyment of learning for all. Cross-curricular links between subjects to make learning more meaningful are now planned, but have yet to be implemented to bring coherence and relevance to work covered in lessons. Good provision is made for ICT. Every class has an interactive whiteboard, which adds to the impact and interest of lessons. Teachers ensure that pupils enjoy learning through lively and interesting themed days and weeks, such as their termly 'RE (Religious Education) Days'. Planned opportunities for higher attaining pupils are improving and include local visits to stimulate learning. For example, they follow an extended curriculum at Greenwich University. The school makes good use of visits, visitors and residential visits to enrich learning and pupils' personal development. There is a good range of well attended after-school activities. The school successfully promotes pupils' knowledge of staying healthy and safe.

Care, guidance and support

Grade: 2

Pupils are well cared for and receive good guidance and support. The school is a happy and safe community where all staff are alert to the personal safety of pupils. Child protection procedures are good. All staff are briefed regularly to ensure that they are kept up-to-date with the latest requirements. There are good procedures to ensure pupils' day-to-day health and safety. Assessment information is analysed thoroughly by senior staff and records of pupils' progress are good. Pupils now have realistic individual learning targets for several subjects. These are reviewed regularly and shared with parents and carers. As a result pupils are clear about what they need to do to improve. Teachers increasingly involve pupils in assessing their own work. For example, in a mathematics lesson, the teacher discussed the learning objectives with the class at different points so that pupils could themselves evaluate how well they were getting on. Pupils with learning difficulties make good progress because their needs are accurately identified and classroom support is appropriate.

Leadership and management

Grade: 3

The school is well led and managed. The new headteacher has been effectively supported by the deputy and curriculum leaders who now have a good understanding of the school's work, including the leadership and management of their curriculum areas. They have successfully risen to the challenges of improving the quality of the provision and have worked tirelessly with the previously interim headteacher and now the present headteacher to embed the changes. The headteacher has kept up the momentum of improvement and rigorous procedures to evaluate the quality of provision each term. The headteacher's evaluation of the school's progress is accurate. The new school improvement plan is well crafted and guides developments. However, self evaluation is incomplete and does not contribute effectively to the school's long term plans. Curriculum area reviews and evaluation of teaching and learning are used very well to identify the broad strengths and areas for improvement while still focusing on interlocking minor issues. This is helping to shape developments and move the school forward. One of the school's main strengths is in the teamwork of all staff, for example, monitoring involves a successful team approach which has helped to improve consistency in teaching. Assessment data is better managed and analysed so that the achievement of all pupils is assessed to ensure that work is matched to their needs and capabilities. An inclusive approach now underpins planning and performance management. This is increasingly used to motivate and develop staff so that the pace of improvement is maintained. The governors are well informed and use their training and expertise to provide effective support and challenge for the school.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Children

Thank you for welcoming us into your school. As you know, we visited your school to find out how well it was doing to help you learn well. We were very pleased to talk to so many of you about your work, and the different activities that you really enjoy doing in lessons. There are a number of good and exciting things happening in your school. Mr Redman, your new headteacher, will be staying and working with your teachers to help you do well. In lessons, and around the school, you enjoy everything that you do. This is because your lessons are fun and include a lot of games and opportunities for you to present your work and talk about your methods of finding answers to some quite difficult work!

Everyone that we spoke to told us that you are very happy and love the friendly behaviour and support given by the staff and your 'buddies'. We agree with you. We know that you enjoy coming to school because your attendance is good, the school takes good care of you and you are very keen to do well. The teachers are helping you to take responsibility for your work. They encourage you to set personal targets after discussing and agreeing some challenging ones with you. This is helping you to do your best in all subjects because you know what you must do improve your work.

We have asked the school to help you work hard in every lesson because some of you could get even better. We have also asked them to help you understand how topic work, literacy, numeracy and ICT are all linked to each other. We hope that you will work with your school to get better and better.

Carmen Rodney, HM Inspector

Carmen Rodney

Her Majesty's Inspector