

Bishop John Robinson Church of England Primary School

Inspection report

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| Unique Reference Number | 100181 |
| Local Authority | Greenwich |
| Inspection number | 307321 |
| Inspection dates | 28–29 April 2008 |
| Reporting inspector | Wendy Simmons |

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

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 237 |
| Appropriate authority | The governing body |
| Chair | Mr Jim Draper |
| Headteacher | Mr Andrew Redman |
| Date of previous school inspection | 27 February 2006 |
| School address | Hoveton Road Thamesmead London SE28 8LW |
| Telephone number | 020 8311 0406 |
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Bishop John Robinson is an average size school that serves a mixed community, including some areas of high social deprivation. Half of all pupils come from Black African backgrounds. The next largest groups come from White British and mixed cultural heritages. A few join the school with little or no English speaking skills and a high proportion speak English as an additional language. A small number of pupils have learning difficulties. The school has gained the Active Mark and is working towards the Healthy School award, as well as an information and communication technology (ICT) award. At the last inspection the school was removed from a category of concern and judged to be no longer requiring special measures because it was providing a satisfactory standard of education.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Bishop John Robinson Primary is a good school, which is improving very well due to strong leadership and outstanding teamwork. Standards are rising. Achievement is good from children's starting points and this is due to good teaching. The school is well on the way with, what leaders call, 'the onward and upward journey'. The headteacher and his staff have worked with dedication to improve all aspects of the school's work. Parents have confidence in the school. As one said, 'My son is now eager to go to school. Plus, there is a great improvement academically'. Almost all pupils and parents agree that their children enjoy school. As one parent put it, 'The school is one big family'.

Standards, by the end of Year 6, improved from below average in 2005 to become average in 2006 and 2007. In 2007, there was further strong improvement in English where pupils reached above average standards. This marks an important turning point as this is the first time the school has reached above average standards by the end of Year 6, in any subject.

Many positive features contribute to pupils' good personal development and their fast improving achievement. They have recovered very well from past underachievement. The improvement is a result of strong leadership, good teaching, a good curriculum, effective assessment systems and excellent pastoral care. Pupils enjoy learning, show positive attitudes and have outstanding attendance. Their spiritual, moral, social and cultural development is good. They make a good contribution to the community and adopt healthy lifestyles outstandingly well. Pupils' achievement is enhanced by their good behaviour, the outstanding work of learning mentors and impressive links with the community.

The school has developed especially good systems to assess pupils' progress in English and mathematics. There are highly effective ways of checking the achievement of different groups. Leaders are correctly beginning to develop a useful science assessment system, but there is more to do on this. Because of better assessment and teaching, increasing numbers of pupils are making good rates of progress and are rapidly making up on lost ground. Consequently, the staff show a good capacity to improve and this is evident in leaders' track record in eliminating past underachievement.

As a result of improved lesson planning, more exciting curriculum activities and better assessment, the achievement of White British pupils has improved and is now satisfactory. Pupils from Black African, and mixed heritages make good progress. Pupils who are at an early stage of learning English as an additional language make good and sometimes outstanding progress in gaining speaking, reading and writing skills, but their progress is uneven in mathematics and science. Pupils with learning difficulties make good progress in reading but their progress is uneven in writing and mathematics. The most able pupils are beginning to make good progress in their English work. For example, in 2007 half of all pupils in Year 6 gained the higher level (Level 5). They are also on track to reach challenging targets in 2008 for English and mathematics.

Effectiveness of the Foundation Stage

Grade: 2

When children join the Nursery, their skills are often lower than expected for their age. They make good overall progress due to the wide-ranging learning opportunities and good teaching and learning. As a result, by the end of the Foundation Stage, children reach the standards

expected in almost all areas of their learning. They do especially well in gaining personal and social skills. They also develop their knowledge of numbers and how to solve simple calculations well. The new and exciting outside learning area is used effectively to promote a wide range of skills. Children develop their speaking, listening and early reading skills well because teaching focuses closely on these basic skills. There is more to do to improve writing so that children can write as often as possible for many different purposes. Good relationships help children to settle quickly and enjoy school. There have been good improvements to the Foundation Stage since the last inspection.

What the school should do to improve further

- Ensure that pupils of different abilities make more consistent progress in writing, mathematics and science.
- Develop more opportunities for children to improve their writing skills in the Foundation Stage.
- Build on the work already started to develop tracking and assessment systems in science.

Achievement and standards

Grade: 2

Achievement is good overall. Leaders are keen to lift achievement still higher as pupils move through the school. Currently, children get off to a good start in the Foundation Stage and they make good progress between Years 1 and 2. Between Years 3 and 6 progress is sometimes uneven for individual pupils in writing and mathematics. Progress is often most rapid in Years 5 and 6.

National assessments show that standards have been above average by the end of Year 2 since 2005. This demonstrates the improving trend. By the end of Year 6, standards are currently average. Standards have improved very well in English in recent years because new books have been purchased and the teaching of basic reading skills has improved. The good focus on discussion work aids pupils' ability to understand what they are reading. The school has been focusing well on improving writing for boys and higher attaining pupils. Teachers have introduced more exciting writing activities and this, together with improved discussion and editing work, is helping standards to rise. For example, the school won several prizes in a recent 'Write On' project. In mathematics, standards were average in 2007 and pupils are on track to reach more challenging targets in 2008.

Personal development and well-being

Grade: 2

From the Foundation Stage pupils quickly learn how to work with others, express their ideas, follow rules and take responsibility. Pupils enjoy school and value being able to learn many new interests. Pupils behave well but occasionally they say unkind things to each other at break-times. The strong links with the local church and the chaplain enhance pupils' spiritual development very well. As a result, pupils gain a good understanding about Christian beliefs. They learn to respect and understand the views, religions and cultures of others. Pupils contribute much to the community especially by acting as house captains, contributing to the school's council and by singing to the local community. Pupils know a great deal about how different foods help their bodies to work effectively. They take part in an excellent range of sports, which promote their fitness. Pupils are well prepared for their future lives, especially in their outstanding ICT work and in their good reading and social skills.

Quality of provision

Teaching and learning

Grade: 2

Pupils confirm that they like their teachers because they are helpful and listen to their ideas. Lessons are planned well for pupils' wide ranging needs. Teachers successfully evaluate how well pupils are learning by asking probing questions and by assessing pupils' work, especially well in English and mathematics, although this is still developing in science. Marking is sometimes of very high quality, although this is inconsistent in some classes. Pupils are helped to learn basic reading skills well due to well-organised resources and a strong focus on discussion. Teachers' natural enthusiasm for books and good teaching of how to work out difficult words by linking letters and sounds aids pupils' good learning. Most teachers help pupils to edit and improve their work effectively and use more exciting vocabulary in their writing. In mathematics, teachers have introduced good problem solving activities and word based problems, this is helping standards to rise. Most pupils like the challenge of this but some pupils with learning difficulties find this hard and in this respect, there is inconsistency in how teachers use practical work and visual aids to help this group to learn really quickly.

Curriculum and other activities

Grade: 2

The curriculum is interesting and ICT activities are impressive because of the very wide range of challenging tasks and strong links with other subjects. As a result, pupils gain important research, spelling and problem solving skills. The links between subjects are developing well, with exciting initiatives planned for the future. Visits make a major contribution to pupils' successful learning, enjoyment and personal development. As one pupil said, 'They bring things to life and let you see the full picture'. The school is working well to develop the provision for gifted and talented pupils and excellent links with organisations outside the school enhance this well. The curriculum is being modified for the needs of different learners. For example, new resources are being purchased to help pupils with learning difficulties with mathematics. In writing, the curriculum is improving well so that teachers have introduced more drama and discussion work to help pupils to come up with good ideas for their writing. Good improvements in the science curriculum mean that pupils are doing a wider range of experiments and learning skills in a more progressive way.

Care, guidance and support

Grade: 1

Staff are successful in helping pupils to share any worries that they may have and they make sure that pupils find ways to solve these. Staff are highly skilled at helping those who have emotional, personal and behavioural difficulties to overcome their problems and get on with the business of learning. This is enhanced by excellent links with many support agencies. Pupils are helped to develop self-esteem and confidence because of the very good relationships with staff and the celebration of their work. The work of the learning mentors is outstanding and teaching assistants are highly skilled. Pupils' safety is central to the care provided and very well supported by highly effective links with support services. Vulnerable pupils are especially well cared for. Very good procedures are in place to ensure that the few incidences of bullying are addressed quickly. Exclusions are rare. Almost all parents agree that the school is a caring place. The work of the school cook is exemplary in helping pupils to eat healthily.

Pupils know their learning targets and are fully involved in checking their own progress. Target setting and the tracking of pupils' progress are exceptionally effective in English and mathematics and very good for assessing the progress made by pupils learning English as an additional language. Science assessments are in the process of being developed, as leaders are ambitious to help more pupils gain the high Level 5 in national tests. There is still more to do on this.

Leadership and management

Grade: 2

The headteacher is leading the school with rigour, drive and commitment. Many staff show dynamic leadership skills and are driving the school forward very well. They have a clear understanding of what needs to be done to take the school forward and have devised very effective plans to sustain improvements. Target setting is very challenging and realistic in English and mathematics. Leaders are working to develop a more rigorous system to carefully track pupils' progress from term to term in science and make target setting as accurate as possible. New systems have been put in place to aid assessment. These are especially successful in helping teachers to know how well pupils are doing and provide the support needed for those who have made slower progress. The governors provide good support and play a central role in developing the work of the school and holding the staff to account, as well as supporting them as the school continues to improve at a very good rate.

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Annex A

Inspection judgements

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| 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

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| 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 | 2 |
| The capacity to make any necessary improvements | 2 |

Achievement and standards

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

Personal development and well-being

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

The quality of provision

| | |
|--|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| 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

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| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| 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 | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 |
| 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

09 May 2008

Dear Pupils

Inspection of Bishop John Robinson Church of England Primary School, London, SE28 8LW

You may remember that two inspectors came to your school recently. Thank you for telling us about your school. I am writing to let you know what we have found.

You go to a good school, which has improved immensely in the last few years. We are especially pleased to tell you that most of you are now able to get to the level of work that is expected for your age. Some of you do even better than this, especially in reading. We are delighted by your excellent attendance. Congratulations for this and please keep this up! The teaching and learning is good and has enabled many of you to catch up with the things that had not been done in the past during the time when the school needed special help. Your school is getting better because your headteacher and all of the staff have worked really hard to improve the school for you. Well done for behaving well. For those of you who occasionally say unkind things to other children please try to be as kind as possible to others. Like you, we agree that the learning mentors help to sort out your problems and worries and this helps you to get on with your learning; this is fantastic! We are very impressed with the way that you are taking part in sports, learning about healthy eating and gaining outstanding ICT skills. We are also very impressed by the way that the staff care for you. Your headteacher and all other adults are keen to make the school even better and agree that the following things need to be done.

- Help you all, whatever your ability, to make good progress in every class.
- Give children in the Nursery and Reception classes as many opportunities as possible to write.
- Develop ways of checking your progress carefully in science, from class to class.

Please work as hard as you can and keep up your good effort when doing problem solving in mathematics and when editing and improving your writing.

Yours faithfully

Wendy Simmons

Lead inspector