

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Bishop Perrin CE Voluntary Aided Primary School

Hospital Bridge Road, Twickenham TW2 6LF

<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>London</b>
Previous SIAMS inspection grade	Outstanding
Local authority	Richmond
Date of inspection	13 June 2017
Date of last inspection	July 2012
Type of school and unique reference number	Voluntary Aided 102918
Headteacher	Adrian Corke
Inspector's name and number	Gill Walley NS 644

#### School context

This is a one form entry school with 210 pupils on roll. It is heavily oversubscribed. The headteacher and deputy headteacher held acting roles, following the tragic loss of the previous headteacher, until a year ago when their posts became substantive. The chair of governors was appointed in September 2016 and there has been an ongoing programme of building work. The proportion of disadvantaged pupils is well below average. The proportions of pupils from minority ethnic backgrounds or those speaking English as an additional language are above average, reflecting its local community. The number of pupils with Special Educational Needs is average. The school works in extremely close partnership with its parish church and the neighbouring parish church. Many of the pupils' families worship in these churches.

#### The distinctiveness and effectiveness of Bishop Perrin as a Church of England school are outstanding.

- Pupils make extremely good progress in Religious Education (RE) so that most reach the standards expected for their age and many children exceed these standards.
- Governors have a very sound knowledge of the strengths of the Christian distinctiveness within the school because they monitor and evaluate it regularly.
- All leaders and governors prioritise the Christian distinctiveness and continue to strengthen it despite the recent unplanned changes in leadership.
- Even the youngest pupils show a very good understanding of the Christian faith and its core Christian values because they are at the heart of the school's ethos.
- Worship develops pupils' spirituality and their understanding of the Christian faith extremely well because it is inspiring and closely linked to the core Christian values.

#### Areas to improve

- Celebrate the Christian distinctiveness of the school so that it is more apparent to visitors and parents, for example in documentation and on the new website.

#### The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Distinctively Christian values – friendship, endurance, peace, forgiveness, reverence, service, justice and koinonia -

are deeply rooted in the school's work and ethos. The school is very inclusive and determined to develop the potential of every pupil so that they reach their personal best. It is extremely welcoming and parents of new pupils, in particular, praise the way in which their children are supported to settle in and make friends. The school values the contribution of every pupil, whether or not they have a Christian background, because adults see each child as precious and made in God's image. All pupils, irrespective of their background, make good progress in their learning. They often exceed the national expectations for their age in all areas of the curriculum. The proportion of pupils making greater progress than expected has risen steadily each year because the school tailors its support to meet every child's needs. Even the youngest pupils explain the seven Christian values and the stories they have heard from the Bible which illustrate them. They explain how they can show these values in their lives, both at school and at home, and how the values enrich their lives. Pupils chose the values which they felt were most important. Parents mention the way their children talk about their learning at home and how the values influence their attitudes. Pupils identify times when their classmates display a value, for example friendship, and they nominate them as values champions. Pupils are provided with exceptional opportunities for spiritual development through high quality collective worship (CW) and RE, along with opportunities they have to discuss and challenge one another's views and ideas. They are confident to contribute in RE and worship because they are encouraged to respect one another's views. Pupils also learn to be tolerant of one another because they learn about other world faiths alongside Christianity. Parents appreciate the school's approach to diversity because it helps to prepare pupils for their adult life in a multicultural society. The broad and engaging curriculum and the way the Christian values are prioritised supports their strong moral, cultural and social development. Pupils' behaviour is exemplary and they explain that they forgive one another because they know that Jesus forgives us when we say sorry. Older pupils care for and support younger ones well, for example by playing together in the playground. Although the Christian distinctiveness is clearly evident in the daily life of the school, it is not celebrated in the school's documentation, such as the prospectus, policies and on the website. Consequently, parents and visitors may not be fully aware of the extent to which the Christian values drive the school's work.

### **The impact of collective worship on the school community is outstanding.**

Worship has a profound impact on pupils because it is based on reinforcing the Christian values and helping pupils to understand how these can enrich their lives. Pupils play a very significant role in planning and delivering worship, especially through class worship which is led by groups of older pupils. Worship is monitored rigorously by senior leaders and governors, as well as the pupils to ensure that it fully meets the needs of all pupils and aspects which could improve further are identified. It is planned well and develops each of the values in turn for several weeks so that pupils fully understand that value and how they can demonstrate it. Pupils learn stories from the Bible, they learn about the Christian festivals and gain some understanding of different church traditions with a strong focus on the centrality of the life of Christ. A range of staff, some visitors and the incumbents of both churches associated with the school lead worship so that pupils experience various styles. The incumbents hold mass regularly and all pupils are invited to take part if they so wish. Pupils are inspired by the engaging nature of worship and their many chances to be actively involved through answering questions and role play. Pupils are reverent. They reflect on the themes, they share the prayers they have written and are confident to pray spontaneously. They greet one another with the Trinitarian greeting and understand the concept of the Trinity because it has been explained to them in visual terms, for example as the three strands of a plaited ribbon. Pupils enjoy praying together in their classrooms, for example at lunchtime and at the end of the day. Worship areas in classrooms are used well to develop pupils' deep spirituality by writing prayers and reflections, reading Bible stories and using their new outdoor worship area. Worship is held in the parish church so that pupils learn to feel at home there, and they look forward to these occasions as well as using the church as a learning resource. Parents are invited to attend worship so that they understand the opportunities that children have to develop their spirituality. Pupils who do not share the Christian faith are completely involved and contribute well. They say they are always included and that they have opportunities to talk about their beliefs and festivals.

### **The effectiveness of the religious education is outstanding.**

Pupils of all abilities now make exceptionally good progress in RE because this subject is at the heart of the curriculum and highly valued. Pupils take great pride in their RE books and teachers plan and deliver highly engaging and interactive lessons based on knowing exactly what level of support or challenge each pupil needs. They are able to do this because the RE leader has developed a very robust assessment system. Pupils are given excellent feedback about their work, often asking them to reflect further on what they have learnt. Pupils sometimes learn RE through art, technology or drama and they find the lessons inspiring and meaningful. For example they made Easter gardens to help them remember the Easter story, and models of Noah's Ark. Teachers also keep very thorough evidence in class books of activities which specifically promote pupils' spiritual development. They ensure that RE develops pupils' understanding of the Christian faith and how they can apply their learning to their lives. For example when

they learnt about the Ten Commandments they talked about what each one meant for them today too. The curriculum has been reviewed so that it meets the needs of all children and it includes many opportunities to learn about the beliefs and customs of other world faiths. Pupils enjoy this learning, which is brought alive through visits to different places of worship. They talk about the things religions have in common and the aspects which are different. The incumbents often teach lessons to share their expertise and they also run the Pathfinders Bible study groups at lunchtimes. Senior leaders and governors monitor RE rigorously so that they can be sure that it is taught well and having a consistently good impact. The majority of teaching is outstanding. The RE leader supports all staff exceptionally well, including those new to post, so that they are confident to teach RE and to make use of a wide range of resources which will enthuse their pupils. She models best practice and works closely with the diocese for guidance and training. She has identified areas for further improvement and is constantly seeking new ways to make RE as motivating and relevant as possible for pupils.

**The effectiveness of the leadership and management of the school as a church school is outstanding.**

Despite the recent turbulence and changes in leadership and changes to the building the school has maintained the central importance of its Christian character. It has met the recommendations of the last inspection and continued to improve. It has restructured the leadership team so that the RE leader has become the Spiritual and Moral Values leader, thus raising the profile of the pupils' spiritual and moral development further. She has identified areas for improvement such as the extent to which classroom worship areas are used and she is able to show the impact of her intervention. Currently she is looking at ways to involve parents more extensively. A post was also created for a leader to strengthen the relationship with families and the community because the school wishes to work as closely as possible with these groups for their mutual benefit. All adults reflect the core Christian values in their relationships with pupils and parents so that the school is an extremely harmonious community. These values underpin policies and procedures so that all pupils are nurtured and successful. They are at the heart of the school's vision to ensure that all pupils achieve well in the widest sense. Leaders and governors monitor all aspects of the Christian distinctiveness thoroughly because they are determined to improve it. Progress towards action plans is closely monitored. Governors know the school extremely well and are a strong presence. They have considered succession planning so that promoting the Christian distinctiveness remains the core purpose. They carry out Ethos Learning Walks so that they really know the strengths of teaching and learning in RE. The school supports and encourages other church schools by sharing its expertise so that they may also improve. It works in close partnership with the diocese, for example to embed a more relevant RE curriculum and to ensure that assessment of pupils' progress is accurate. The school meets the statutory requirements for RE and collective worship. The school works closely with its own parish and the neighbouring parish, for example by being involved with the respite care centre run by the church. It is now forging closer links with a third parish in the vicinity. The incumbent feels that the strong contribution the pupils and their families make to the parish enriches the parish considerably. Pupils show their concern for those less fortunate by raising money for many good causes. The environment reflects the Christian character well with displays of learning in RE, Christian symbols and information about the school's founder. There are displays challenging stereotyping, for example showing the faith backgrounds of celebrities. Pupils take pride in their school logo and explain its significance. Staff talk about 'a joyful school' with a 'strong sense of fellowship in the school', 'being one family' where 'it is the Christian ethos which has kept us strong during difficult times'. Parents acknowledge their children's growing understanding of the wider world, particularly through RE, and their ability to understand the views of others.

SIAMS report June 2017 Bishop Perrin CE Primary School, Hospital Bridge Road, Twickenham TW2 6LF