

Inspection of Bishop Perrin Church of England Primary School

Hospital Bridge Road, Twickenham, Middlesex TW2 6LF

Inspection dates: 20 and 21 February 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2012.

What is it like to attend this school?

Pupils feel safe and happy at this welcoming school. The school provides a nurturing environment and instils a strong sense of respect. Pupils are highly motivated to learn, and their behaviour is exemplary. They are quick to follow instructions and develop confidence and resilience. This begins in Reception, where they are encouraged to build their independence and care for one another.

The school's vision to be both inclusive and to create lifelong learners is deeply embedded in daily school life. The school develops pupils' knowledge through an ambitious curriculum, which is rooted in reading and developing a love of literature. Pupils approach their learning with curiosity and make excellent progress. This includes those with special educational needs and/or disabilities (SEND). Pupils are proud of the work they produce.

The school provides a range of enrichment opportunities to develop pupils' character and their awareness of the world around them. They go on trips to Hampton Court, the Isle of Wight, museums, farms and libraries. Pupils are also encouraged to support charity work and take active leadership roles at school, including as 'playground pals', anti-bullying ambassadors and members of 'the green team'.

The school fosters a strong sense of community and works closely with families to ensure pupils reach their potential and thrive in a warm learning environment.

What does the school do well and what does it need to do better?

Pupils follow an ambitious and well-structured curriculum. In each subject, leaders have identified the important knowledge and skills pupils need to learn and remember. These are logically sequenced and practised from the early years. This means pupils' understanding is secure and concepts embedded, including for pupils with SEND.

Teachers have strong subject expertise. They revisit pupils' knowledge at the start of lessons and use questions skilfully to ensure learning is secure. As a result, pupils can recall and explain complex ideas. For example, in history, they can explain that the Anglo-Saxon period was not based on one invasion but on a long period of migration. Pupils are also encouraged to use sophisticated vocabulary. In English, Year 6 pupils confidently use expanded noun phrases in their creative writing.

The school builds strong communication and writing skills starting in the early years. During their food theme, children write sentences using the starters 'first,' 'next' and 'then' to write recipes for pancakes. Similarly, a strong foundation is provided in mathematics. Older pupils build on this learning to master complex calculations.

The curriculum is designed around books which bring subjects to life and develop pupils' command of language. These books are carefully chosen from a wide range of genres to broaden and enrich pupils' learning. This approach fosters a love of

reading which begins in Reception. The phonics programme is planned and delivered effectively. Pupils take home books that match the sounds practised in class. Support is quickly put in place for those who need it. This helps pupils to develop fluency and to read with expression.

Provision for pupils' personal development is excellent. The school plans purposeful trips, including two residential trips each year. Pupils routinely take part in clubs, including coding, tennis and football. The choir is a popular choice and music is a strength of the school. Pupils take leadership roles in the school council and support one another through becoming 'playground pals' or anti-bullying ambassadors. Kindness and respect are at the heart of the school. The school provides a comprehensive personal, social and health education curriculum. Pupils are taught how to stay healthy and safe, including online.

Pupils are motivated to learn in class and behave in an orderly way around the school site. In Reception, children play and learn cooperatively, following instructions quickly. Children are taught how to regulate their emotions and build positive relationships. Leaders have thought carefully about pupils' transition points into Year 1, Year 3 and, later, in preparation for secondary school. They develop pupils' confidence and independence by providing opportunities to take responsibility and celebrating their achievements. The school also has high expectations for attendance and works with families to ensure pupils enjoy school and attend well.

The school provides a high-quality education for the community it serves. Leaders approach challenges sensitively and proactively. Parents and carers are overwhelmingly positive about the school and speak of the nurturing ethos. Leaders and governors have strong strategic oversight and seek continual improvement. Staff feel valued and proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102918
Local authority	Richmond Upon Thames
Inspection number	10296621
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair of governing body	David Cloake
Headteacher	Rachael Macklearn (Interim Headteacher)
Website	www.bishopperrin.richmond.sch.uk/
Dates of previous inspection	30 and 31 May 2012, under section 5 of the Education Act 2005

Information about this school

- Bishop Perrin is a Church of England school in the Diocese of London.
- The most recent section 48 inspection, which is an inspection of the school's religious character, took place in July 2017.
- The headteacher has been seconded to support another school for the current academic year.
- The school uses one unregistered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the

school and have taken that into account in their evaluation of the school.

- The inspectors met with senior leaders, a number of teaching and support staff, governors and representatives from the local authority and the diocese.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Other subjects were also considered as part of this inspection.
- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors took account of the views of pupils, parents and staff as gathered through discussions and Ofsted's surveys.
- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived and left school.

Inspection team

Sarah Saunders, lead inspector

His Majesty's Inspector

Olly Wimborne

Ofsted Inspector

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