



Ofsted Grade at Last Inspection (May 2012): Outstanding

SIAMs Grade at Last Inspections (June 2017): Outstanding

### School Context

Bishop Perrin is a one-form entry Church of England Primary School of 210 pupils serving the community of Whitton and the parishes of St Augustine's and St Philip and St James. Our School Aims are a key driver in leading school improvement and they are aligned to the key roles performed by the senior leaders. The school has faced a turbulent period of time since the death in post of the previous Headteacher in August 2015. However, the posts of Headteacher, Deputy Headteacher and Assistant Headteacher have all been filled by internal candidates, bringing continuity and stability to the school. Our promotion of Christian School Values and British Values ensures that equality, fairness, tolerance and friendship are at the heart of all we do. Excellent behaviour by pupils allow them to take advantage of all the creative and imaginative learning opportunities that are presented to them. The school's strong partnerships with Parents, Governors, Clergy and the local community bring strength and benefits to day-to-day school life. Our diverse school population (48% of pupils from ethnic minorities and 24% of pupils with EAL in 2018) ensures that bonds and friendships are forged across cultural and ethnic differences.

### Behaviour and Attitudes

- Attendance is above the national average and low incidence of lates
- Excellent attitudes to learning and relationships with adults
- Behaviour in lessons and around the school is of a high standard
- Deep understanding of British & School Values & how to enact them
- Respectful attitudes towards all faiths and cultures

### Personal Development

- High levels of attendance at extra-curricular clubs
- Strong ethos of charity fundraising and community involvement
- Opportunities for older pupils to support younger pupils
- Broad range of curriculum sports and after school clubs

### Leadership and Management

- Shared values of high expectations with regards to behaviour and conduct of both pupils and staff are embedded within the school ethos and culture.
- Greater parental engagement through the initiation of a Parent Forum
- Embedding of new Governance model to create closer links between the pupils, staff and Governors
- Appointment of Spiritual and Moral Values Leader led to SIAMs "Outstanding" judgement (June 2017)
- Robust and rigorous safeguarding procedures in place with a well trained staff
- A culture of creativity, innovation and risk taking has been established to bring challenge and diversity to the curriculum

### Progress Against Areas for Improvement from the Previous Inspection

#### 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.

#### What the school has done:

- As a result of an in-house research project, our Marking and Feedback Policy has enabled more efficient mechanisms to be able to feedback to pupils and to address misconceptions
- Pupils have time to read and respond to teachers' marking comments, particularly during early morning work time.
- Increased use of success criteria in children's work, particularly in writing

### Quality of Education

- Creative and imaginative thematic curriculum leading to high level of pupil engagement and enjoyment
- High expectations of behaviour allows for productive teaching and learning in class
- Continuity of progression between year groups with established schemes of work in Literacy and Maths
- Written feedback identifies next steps which results in pupil response and improved quality of work
- Embedding of new assessment processes leading to more accurate systems to track pupil progress
- An established monitoring cycle of planning, marking, learning environment and quality of pupils' work ensures no complacency by teachers

### IMPACT-Outcomes for Pupils July 2019

EYFS GDL Bishop Perrin (BP): 79%	EYFS GDL National (Nat): 72%
Yr 1 Phonics BP: 83%	Yr 1 Phonics Nat: 82%
KS1 RWM BP: 73% (20% GD)	KS1 RWM Nat: 65% (11% GD)
KS1 R BP: 83% (37% GD)	KS1 R Nat: 75% (25% GD)
KS1 W BP: 77% (27% GD)	KS1 W Nat: 69% (15% GD)
KS1 M BP: 83% (27% GD)	KS1 M Nat: 76% (22% GD)
KS2 RWM BP: 80% (13% GD)	KS2 RWM Nat: 65% (11% GD)
KS2 R BP: 90% (40% GD)	KS2 R Nat: 73% (27% GD)
KS2 W BP: 93% (17% GD)	KS2 W Nat: 78% (20% GD)
KS2 SPaG BP: 87% (43% GD)	KS2 SPaG Nat: 78% (36% GD)
KS2 M BP: 87% (27% GD)	KS2 M Nat: 79% (27% GD)
KS2 Progress Measures for RWM all fell within expected parameters: R:+1.7/W:+0.8/M:+1.0	

### Early Years Foundation Stage (EYFS)

- Ensure provision in the Outdoor Classroom provides rich learning experiences and promotes a love of learning
- Build on changes to marking and feedback, by implementing a system for tracking children's progress over time
- To ensure learning experiences are linked and build upon prior learning leading to good acquisition of knowledge

### Key School Development Priorities for 2019-20 (see full SDP for all 2019-20 objectives)

**Quality of Education:** Review of subject frameworks to ensure progressive links in knowledge across curriculum subjects and acquisition of knowledge

**Impact:** Embed high quality phonics teaching across the school by establishing a Phonics Leader to lead an innovative and focussed phonics programme. Monitor the impact of all interventions across the school for clear impact on diminishing the difference/further challenge

**Behaviour and Attitudes:** To promote and develop online safety across the whole school community with a focus on the issues surrounding online bullying

**Personal Development:** Embed the school's revised PSHE Scheme of Work & ensure arrangements are in place for the delivery of statutory RSE in 2020/21

**Leadership and Management:** To develop and enhance the role of subject leaders in line with the new expectations of the OFSTED framework, through training and CPD, to encourage leaders to take greater responsibility and accountability for their subject area

**EYFS:** To enhance the provision of the Outdoor Classroom to allow for greater physical challenge and opportunities