

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bishop Perrin Church of England Primary School

Vision

We will grow in the God-given virtues of “faith, hope and love” (1 Corinthians 13:13): having faith in God or being inspired by faith; having hope that we can work to change ourselves and the world for the better; and having love for others, reflecting God’s love for everyone.

Bishop Perrin Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The Christian vision guides leaders’ actions which are rooted in well-known associated values. It enables an environment where pupils and staff are empowered to flourish.
- The school’s inspiring curriculum celebrates pupils’ learning. This is shaped by the Christian vision ensuring pupils thrive and achieve.
- Well-informed and highly committed leaders, including governors, explicitly evaluate the impact of Christian vision. This ensures it is central to decisions linked to the school’s provision for its pupils.
- Pupils’ behaviour is respectful and thoughtful. The core Christian values of faith, hope and love guide their learning and helps them successfully interact with others. This creates a positive culture of mutual care where pupils feel their views are valued.
- The wellbeing of pupils and staff is a high priority to leaders. Carefully planned pastoral care ensures that needs can be accurately identified and met.

Development Points

- Embed the school’s shared understanding of spirituality. This is so that pupils and adults can articulate the impact of opportunities for their spiritual development.
- Enhance ways for pupils to positively use their sense of personal responsibility to others in projects that are special to them. This is to extend the impact of this on causes they find important.



Inspection Findings

The distinct Christian vision of 'Celebrating learning together in faith, hope and love' permeates Bishop Perrin's work. This vision resonates powerfully with the community. It is deeply entwined within the school's culture. Rooted in this vision, the curriculum nurtures pupils' academic, social and personal development. Leaders highlight the relevance of the vision in helping pupils see hope within the challenges of the wider world. They regard love as an essential force which guides the way the vision inspires positive change. Governors and leaders take pride in the team's unwavering commitment to continuous improvement. Strong partnerships enhance the impact of leaders' monitoring. Consequently, their collaborative work with the leadership team ensures that the vision is central to the growth of pupils and adults.

The curriculum is shaped by the vision, ensuring it caters to a full range of abilities. Staff are dedicated to meeting the needs of pupils, including those considered vulnerable. Enriching activities build depth and breadth in pupils' learning, social and personal development. There are plentiful and varied extra-curricular opportunities before and after school. The school ensures pupils access a wide range of visits to enhance their love of learning. The uptake is high and support is provided discreetly to help make these accessible. Parents feel appreciated and 'known' within the close-knit community atmosphere, experiencing the school as a respectful family. Even during crises, they feel supported and never alone. Parents appreciate that they are able to approach staff members with concerns, knowing their issues will be resolved. They recognise the three guiding principles of 'faith, hope, and love' as integral to pupils' experiences. The vision is meaningfully lived out in the way it seeks to support the community's needs. Parents of children who have special educational needs and/or disabilities (SEND) speak highly of the support their children receive. The school prioritises building the independence of pupils. Spiritual opportunities are beginning to be planned across the curriculum. However, pupils and adults lack a shared understanding of spirituality. Consequently, many struggle to express the impact of opportunities for spiritual development on them.

Collective worship is a central part of Bishop Perrin school. It is a special time when the whole school comes together to develop and consider their own spirituality. Opportunities for pupils to reflect on question such as 'who is important?' enhance their own understanding of teachings from the Bible. Monitoring by pupil leaders and adults enhance the way collective worship is relevant and meaningful. Reflection areas in classrooms focus on prayer and allow pupils to bring their own views and experiences to worship. Pupils are inspired to think about the difficulties faced by different places around the world allowing them to develop critical thinking. Invitational opportunities for prayer provide moments for spiritual development with some pupils feeling confident to spontaneously pray from the heart. Big questions such as 'how might we love one another?' enhance opportunities for pupils to reflect. Classroom displays for collective worship enable pupils and staff to begin to develop a language for prayer and explore significant questions. Class prayer books and cubes provided support for pupils to develop their own reflections. Planning of the new outside prayer area enhances pupils' spiritual development through their reflections on the content of prayer spaces. Opportunities for spiritual development exist in worship. However, the extent to which adults and pupils can express the impact of this is limited. This is because there is not a clear understanding of spirituality.

Bishop Perrin has a culture in which pupils and adults are treated well. One parent noted that, on some days, one could 'soak up the love with a sponge.' Staff and pupils appreciate each other, fostering a sense of belonging. Collaborative work with parents and carers has a positive impact on the school's work in supporting pupils considered vulnerable. The school's commitment to instilling pride in success drives significant change, revising approaches to



ensure learners can thrive. This focus enhances the way the vision guides school policies. Pupils display respect when listening to differing opinions. They understand that learning about various perspectives supports a culture of acceptance and this will be important as adults too. By embracing the vision, it enables pupils to treat others well as they grow. The school's values, including the '5Bs', guide how pupils interact. Although bullying is rare, it is addressed effectively, employing a pragmatic yet sensitive approach. Pupils express their views freely and learn to resolve disagreements independently, but they can seek adult support if needed. Listening to the ideas and thoughts of pupils is important to adults. The information gathered strengthens the way their voice helps to guide their personal impact on the way the vision is lived. Staff training enhances their understanding of a range of factors that can influence a pupil's life. Kindness and understanding are central to this approach. Thoughtful, planned interventions ensure that pupils do not miss essential learning. Staff feel well-supported by leaders and are appreciative of the governors' consistent involvement and positive influence. They believe they are valued through constructive feedback and focus on what can be improved.

Pupils are proud of the way they can support the needs of others and how this enhances their sense of responsibility. Engagement in activities, such as raising money through a 'danceathon', illustrates the school's commitments to fostering connections and addressing social isolation. Opportunities for pupils to be eco, faith and anti-bullying ambassadors and playground buddies extend their understanding of the needs of others. Through these roles, pupils act to spur one another to acts of love and good deeds. However, opportunities for pupils to independently challenge injustice are less developed.

The importance of religious education (RE) is strongly reflected in this Church school. The curriculum is expertly planned and sequenced to ensure that pupils develop a good understanding of world faiths. A culture of professional support enhances the leadership of RE. Leaders value high-quality staff, recognising that everyone benefits from a package of support. Personalised support from the RE leader supports staff confidence in the breadth of the RE curriculum. The school has established strong relationships with the diocese and is responsive to feedback. As such the curriculum is balanced and enhances pupils' understanding of a range of worldviews and faiths, including Christianity. Pupils develop an understanding of Christianity as a global faith and speak clearly of the relevance of stories from the Bible.

RE lessons are well-structured, with every unit centred around a 'big question'. Individual lessons focus on specific learning questions to intrigue and motivate pupils. Pupils overwhelmingly express their love for RE, identifying it as one of their favourite times during the week. Teaching deepens pupils' understanding of the way beliefs are lived out. The careful use of assessment supports strong pupil outcomes and progress in RE. Staff excel at asking probing questions, this strengthens the way pupils understand the way that religions are lived out and connections with their lives. Rigorous, yet supportive, feedback to adults allows for individual oversight and opportunities for improvement. Occasions to reflect in lessons enhances pupils' discussion skills which expands their understanding of individual beliefs and views. The school benefits from the comprehensive support offered by the diocese. Training from school leaders and the diocese enhance staff confidence in areas such as assessment in RE. This impacts positively on pupils' understanding their next steps in learning.

Information

Address	Hospital Bridge Road, Twickenham, TW2 6LF		
Date	5 February 2025	URN	102918
Type of school	Voluntary aided	No. of pupils	209
Diocese/District	London Diocesan Board for Schools		
MAT/Federation	NA		
Headteacher	Rachael Macklearn		
Chair of Governors	Alwyn Williams		
Inspector	Elizabeth Savage		