



Ofsted Grade at Last Inspection (May 2012): Outstanding

SIAMs Grade at Last Inspections (June 2017): Outstanding

School Context

Bishop Perrin School is a one-form entry Church of England Primary School of 208 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 our senior leaders. The school has a stable staff who are dedicated to ensuring the best provision and opportunities for all the pupils. The governing board draws on membership from the two local parishes, the parent body and representatives from the Diocese and the local authority. 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 (approx. 50% of pupils from ethnic minorities and 13.9% of pupils with EAL in 2023—24) ensures that bonds and friendships are forged across cultural and ethnic differences.

Behaviour and Attitudes

- High attendance rates by pupils during 2022—23 (95.22%), despite on-going Covid infections
- Behaviour in lessons and around the school is of a high standard
- Strong and positive relationships, including excellent attitudes to learning, between all members of the school community
- New Behaviour Policy and "Bishop Perrin 5 Bs" introduced and embedded in 2023

Personal Development

- Pupils learn about British and school values and how to enact them
- Respectful attitudes towards all faiths and cultures
- Strong ethos of charity fundraising and community involvement
- Varied extra-curricular clubs offer with high uptake of places

Leadership and Management

- Shared values of high expectations with regards behaviour & conduct of pupils & staff embedded within the school ethos & culture.
- Strong safeguarding procedures in place with knowledgeable staff
- Strong focus on developing subject leadership and subject knowledge amongst staff to enhance curriculum delivery
- Support for pupil and staff wellbeing with Wellbeing Officer post
- Positive three year budget set and staffing levels maintained
- Development of the school's Parent Forum has led to greater parental engagement with school leaders and governors
- Governance model created to develop closer links between the pupils, staff and governors

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 and responsive 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

- A creative, progressive and imaginative thematic curriculum based on varied and diverse multi-cultural high quality texts that is made accessible to all pupils, with a focus on our local area, leading to high levels of pupil engagement and enjoyment
- Strong and positive phonics and reading culture established
- Curriculum designed to ensure clear progression of knowledge across all year groups and subject areas
- Specialist music, French and PE teachers teaching across KS1 & KS2
- Written feedback identifies next steps which results in pupil response and improved quality of work
- Robust assessment processes in English and Maths enables accurate tracking of pupil progress and identifies pupils who require additional support
- An established monitoring cycle of planning, marking, learning environment and quality of pupils' work ensures no complacency by teachers

IMPACT—Outcomes for Pupils July 2023

EYFS GLD Bishop Perrin (BP): 77%	EYFS GLD National (Nat): 65%
Yr 1 Phonics BP: 86%	Yr 1 Phonics Nat: 76%
KS1 RWM BP: 70% (7% GD)	KS1 RWM Nat: 54% (6% GD)
KS1 R BP: 70% (20% GD)	KS1 R Nat: 67% (18% GD)
KS1 W BP: 70% (7% GD)	KS1 W Nat: 58% (8% GD)
KS1 M BP: 90% (23% GD)	KS1 M Nat: 68% (15% GD)
KS2 RWM BP: 73% (8% GD)	KS2 RWM Nat: 59% (7% GD)
KS2 R BP: 77% (38% GD)	KS2 R Nat: 74% (28% GD)
KS2 W BP: 81% (23% GD)	KS2 W Nat: 69% (13% GD)
KS2 SPaG BP: 77% (46% GD)	KS2 SPaG Nat: 72% (28% GD)
KS2 M BP: 81% (31% GD)	KS2 M Nat: 71% (23% GD)
KS2 Progress Measures for RWM all fell within expected parameters: R:+0.6/W:+0.2/M:+0.5	

Early Years Foundation Stage (EYFS)

- High quality interventions for early language and phonics development established involving staff training and delivery
- Opportunities for the development of language and vocabulary established through the review of the teaching of the EYFS Literacy Framework
- Natural environment in the outdoor classroom enhanced through the provision of; gardening, allotments, mud kitchen and sand and water play

Key School Development Priorities for 2023—24

Intent: To continue to ensure consistent and cohesive planning is in place across all subjects
Implementation: To continue to embed consistency of implementation of curriculum across the school
Impact: To continue to evaluate the effectiveness of the implementation of the performance management system to ensure positive impact on pupil progress data
Behaviour and Attitudes: Further develop mechanisms and resources to support children with regulating their own behaviour
Personal Development: Ensure wellbeing of children and staff continues to be prioritised and looked after by reviewing current initiatives and implementing new ones, that respond to areas highlighted by wellbeing surveys
Leadership and Management:
 To develop leadership at all levels in light of secondment of HT for 2023 - 24
 To continue to explore strategies to encourage sustained parental engagement and communication
 To utilise technology to enhance efficient safeguarding systems for recording and analysis of safeguarding issues
 To review recruitment processes and ensure workforce is fully staffed
EYFS: To further develop reading and writing provision to ensure attainment continues to be in-line with Richmond and above national
 To support children's behaviour to work co-operatively together to be ready for Year 1