



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 five 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 (49% of pupils from ethnic minorities and 29% of pupils with EAL in 2017) ensures that bonds and friendships are forged across cultural and ethnic differences.

Effectiveness of 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.
- New staffing structure introduced (Jul 2016) which is aligned to our School Aims
- Creation of Curriculum Teams to provide additional leadership opportunities and increase capacity for school improvement
- Senior leader deployed to EYFS to improve standards, provision and outcomes
- 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
- Appointment of PPG Leader (Sept 2015) has ensured strategic and effective spend of PPG funding with measurable impact
- A culture of creativity, innovation and risk taking has been established to bring challenge and diversity to the curriculum

Personal Development, Behaviour and Welfare

- Attendance is above the national average
- Low incidence of lateness
- Excellent inter-year group relationships and stewardship
- Excellent attitudes to learning and relationships with adults
- High levels of attendance at extra-curricular clubs
- Behaviour in lessons and around the school is of a high standard
- Deep understanding of School Values and how to enact them
- Respectful attitudes towards all faiths and cultures
- Strong ethos of charity fundraising and community involvement

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:

- Marking Policy has been refined to provide more guidance to teachers in setting next steps for learning in mathematics and monitoring shows that this is taking place more effectively.
- 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 Teaching, Learning and Assessment

- Embedding of new assessment processes leading to more accurate systems to track pupil progress
- Continuity of progression between year groups with established schemes of work in Literacy and Maths
- 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
- An established monitoring cycle of planning, marking, learning environment and quality of pupils' work ensures no complacency by teachers
- Written feedback identifies next steps which results in pupil response and improved quality of work
- Planning and assessment supports all pupils to make progress
- Targeted deployment of Teaching Assistants to close gaps

Outcomes for Pupils July 2018

EYFS GDL Bishop Perrin (BP): 76%	EYFS GDL National (Nat): 72%
AREA OF FOCUS	
Yr 1 Phonics BP: 83%	Yr 1 Phonics Nat: 83%
KS1 RWM BP: 61% (10% GD)	KS1 RWM Nat: 65% (12% GD)
KS1 R BP: 77% (29% GD)	KS1 R Nat: 76% (26% GD)
KS1 W BP: 65% (16% GD)	KS1 W Nat: 70% (16% GD)
AREA OF FOCUS	
KS1 M BP: 81% (19% GD)	KS1 M Nat: 76% (22% GD)
AREA OF FOCUS	
KS2 RWM BP: 83% (20% GD)	KS2 RWM Nat: 64% (10% GD)
KS2 R BP: 90% (63% GD)	KS2 R Nat: 75% (28% GD)
KS2 W BP: 87% (37% GD)	KS2 W Nat: 78% (20% GD)
AREA OF FOCUS	
KS2 SPaG BP: 93% (57% GD)	KS2 SPaG Nat: 78% (34% GD)
KS2 M BP: 93% (50% GD)	KS2 M Nat: 76% (24% GD)
KS2 Progress Measures for RWM all fell within expected parameters: R:+3.1/W:+0.6/M:+2.6	

Early Years Foundation Stage (EYFS)

- Strong working partnership established between newly appointed EYFS Teacher (who is a Senior Leader) and existing EYFS Teaching Assistant
- Improved outcomes for pupils with +9% increase in children achieving GLD from 2017
- Creative and dynamic approach to learning through play driven by links to high quality texts
- New systems in place to allow for increased communication with parents at the beginning and end of day

Key School Development Priorities for 2018-19 (see full SDP for all 2018-19 objectives)

Leadership and Management: To create a new School Vision. To develop and enhance the role of leaders at all levels.

Quality of Teaching, Learning and Assessment: To improve the standards of writing & the accuracy of assessment in writing across the school, with a particular focus on KS1

Personal Development, Behaviour and Welfare: Undertake a review of the PHSE curriculum in-line with recommendations for the teaching of SRE

Outcomes for Pupils: Improve outcomes for the end of KS1 in reading and writing so they are consistently above national average, in-line with local authority and begin to demonstrate an increasing three-year trend

EYFS: Bring EYFS outcomes in line with Richmond Borough average and consistently above the national average over the next three years