



# Bishop Perrin Church of England Primary School



## Statutory Inspection of Anglican Schools

### Inspection Report

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School address                      Hospital Bridge Road  
Whitton  
Twickenham  
TW2 6LF

Headteacher                        Ms Karen Finnemore  
Chair of Governors                Russell Nimmo

Type of School                      JM&I  
Status                                Voluntary Aided  
Unique Reference Number        102918  
Diocese                                London  
Local Authority                      Richmond upon Thames  
Date of last inspection            7th July 2008

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Inspection date                      10th July 2012  
National Society Inspector        Miriam Rinsler (NS 591)

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The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character.

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### **School context**

Bishop Perrin CE Primary School is in Whitton, Twickenham. There are 206 pupils, nearly half of whom are from ethnic minorities. Around a third of pupils are learning English as a second language (none at very early stages). The proportions of learners eligible for free school meals and with SEN are both below the national average. About 70% of children are from Christian backgrounds, with significant numbers of pupils from other faiths. The school is heavily over-subscribed.

### **The distinctiveness and effectiveness of Bishop Perrin as a Church of England school are outstanding**

Bishop Perrin School is a palpably happy Christian community. The school has successfully achieved consistency in the outward signs of its Christian foundation through high-quality displays and classroom prayer areas. Christian principles are explicit at the heart of the school's vision statement, which is very visible around the building and on its website. All teaching seen was excellent, and practice in religious education (RE) is outstanding overall. Together with excellent practice in developing the spiritual and moral life of the school, they contribute to a strong Christian ethos which underpins the outstanding support learners receive.

### **Established strengths**

- Very good relationships between all stakeholders, underpinned by clear Christian values
- Very high level of engagement by learners in RE and worship
- Strong commitment to inclusivity - greatly appreciated by parents and children
- Strong collaboration with the two linked parishes

### **Focus for development**

- Further develop consistency of marking practice in RE, so that learners understand how to improve their work
- In line with other core subjects, develop challenge for more able learners in RE

### **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners.**

A strong Christian ethos based on principles of self-worth, care for others and prayer underpins the excellent support children receive for personal development and the high expectations for behaviour. The Christian values of the school's Vision Statement underpin all practice. Learners from all cultures represented feel particularly safe and happy, and readily confirm that their beliefs are respected. They are confident in talking in lessons about their faith, bringing in relevant artefacts and inviting their parents to contribute, for instance on Hinduism. All stakeholders can say how the school is distinctive as a Christian school and relate this to activities such as prayer as well as visible symbols or going to church. The very good relationships between all stakeholders have contributed to a vibrant learning atmosphere overall, and the excellent progress learners make in spiritual, moral, social, cultural and citizenship development. Parents value the school very highly and many are active in supporting their children's learning in and out of school. No children are withdrawn from RE or worship. There is good support for new arrivals and those with learning difficulties, many of whom make outstanding progress over time. Through persistent local networking, the school provides an extensive range of popular enrichment and after-school clubs. Staff and learners maintain a very calm, poised approach and all value working collaboratively. Staff members offer excellent role models, resulting in courteous, inquisitive and sociable children. Very attractive displays in the playground, corridors and classrooms give a clear Christian message based on the core values shared with all stakeholders. Learners as young as six years old can explain how the school badge is a Christian symbol, and are articulate about the ways their school is distinctive as a Christian school. For them, the most important element of this is that everyone is treated equally.

### **The impact of collective worship on the school community is outstanding**

Collective worship has an excellent impact on spiritual development, issuing from clear leadership which ensures shared conviction and approach, despite many visitors being involved alongside clergy and school staff. Whole-school worship is well-organised, based on the liturgical year and clear, appropriate themes. The yearly ethos walkabout allows governors to monitor worship more formally, while the chair keeps a more frequent informal watch on typical practice. Through regular visits to the churches of St. Augustine and St. Philip & St. James, learners experience and begin to understand the Anglican tradition. Learners have less access to a wider range of Anglican traditions, with a more global perspective. The school also benefits from contributions to the worship cycle by visitors from other Christian denominations locally, which the children remember with pleasure. Worship is consistently and recognisably Christian whilst remaining sensitive to the beliefs and traditions of other faiths represented in the school community. For instance, there is no set position to assume for prayer. Children of other faiths feel included, and say they do take part in prayer times, often using them for their own reflection. A candle, a respectful silence and enthusiastic communal singing set this serious time apart from the ordinary school day. Following the consistent adult model, learners show extremely respectful attitudes. They are happy to contribute to worship by reading or leading prayer, and say they particularly value those times when the content is funny as well as serious, such as a Christmas assembly when the Bible story was contrasted with modern commercialism, with many children dressed up as different characters. Adults say that the children's attitudes and responses move them deeply and increase their own respect for worship times.

### **The effectiveness of the religious education is outstanding**

Teaching and learning in RE are outstanding overall and similar to that in other core subjects. Attainment is consistently well above average and learners make good - and sometimes very good - progress over their school career. All lessons seen were outstanding. All teachers make thoughtful use of visual resources and video clips. Teachers are confident in using their own experience to illustrate and engage children, and allow good opportunities to discuss issues. This results in carefully thought-out responses from the learners. For instance in a Year 5 class focussing on Buddhism, the teacher reminded the children of photographs from her holidays in Asia. The discussion of Buddha's rejection of riches prompted a boy to ask: "How is it that in these countries with lots of poor people, they still have temples and statues covered in gold?" Planning ensures good coverage of five other main world faiths as well as of Christianity. Learners show excellent recall of stories and activities from RE lessons - especially when teachers had used art or drama to make learning more interesting. They describe ways in which their learning in RE influenced their moral decisions and prepared them for life. There is generally a good balance of learning about religion as well as learning from religion and the best lessons use plentiful, challenging questioning to ensure this takes place. Plans are in place to extend this practice to ensure higher-level challenge for the most able learners. RE consistently makes an excellent contribution to learners' understanding of community - sometimes explicitly, as in a Year 2 lesson on caring for our world, where the teacher helped the children to make links with their learning about recycling. The subject leader has worked hard since the last inspection to create a scheme of work tailor-made to the school's needs. She has also ensured that RE follows other subjects in the school in tracking assessment individually - this practice is still to become fully embedded. Marking is consistently encouraging but lacks information as to how learners could improve.

### **The leadership and management of the school as a church school are outstanding**

Senior staff and governors have a strong vision for the Christian nature of the school. Since the last inspection, the new headteacher has brought a renewed emphasis on challenging self-evaluation and engagement at every level: from empowering the governors, to involving the school council in appointments. The leadership of senior staff has a very good impact on behaviour and the learners' enthusiastic attitudes to school. The subject leader has been encouraged to see that RE has the status of a core subject and receives similar monitoring and resourcing. She has good plans to

develop assessment and increase the frequency of formal monitoring of teaching and learning in RE. There are excellent links with the two attached churches. Their vicars both contribute to the worship cycle, and one of them has begun to contribute to RE. The school contributes effectively to community cohesion in the locality - through the extended services it offers and the support the senior team offer church schools through the diocese. There is a very fruitful relationship with the school's diocesan adviser who has contributed to whole-school self-evaluation and monitoring. The self-evaluation of the school is accurate and the school has a clear sense of its strengths and areas for development. Progress on the issues of the previous inspection (including formal lesson observation in monitoring and involving governors in self-evaluation) has been very good - particularly the transformation of the role of governors - and all the strengths maintained. All staff show great commitment, with very good capacity to maintain quality and improve further.

July 2012 SIAS report Bishop Perrin Church of England Voluntary Aided Primary School, Hospital Bridge Road, TWICKENHAM, TW2 6LF



## Judgement Recording Form (NSJRF)



**Name of School:** Bishop Perrin Church of England Primary School  
Hospital Bridge Road, Whitton, Twickenham, TW2 6LF

**Date of inspection:** 10th July 2012

**Type of Church school:** Voluntary Aided

**Phase of education:** Primary

**Number of pupils:** 206

**URN Number:** 102918

**NS Inspector's Number:** 591

**Rating 1-4\***

<b>How distinctive and effective is the school as a Church school?</b>	<b>1</b>
<b>How well does the school, through its distinctive Christian character, meet the needs of all learners?</b>	<b>1</b>
<b>What is the impact of collective worship on the school community?</b>	<b>1</b>
<b>How effective is the religious education?</b>	<b>1</b>
<b>How effective are the leadership and management of the school, as a church school?</b>	<b>1</b>
<b>The school meets the statutory requirement for collective acts of worship</b>	<b>Yes</b>
<b>The school meets the statutory requirement for religious education *</b>	<b>Yes</b>

*\* Ratings: 1 Outstanding; 2 Good; 3 Satisfactory; 4 Inadequate*