

Southwark Diocesan Board of Education

Supporting Christian Education



Statutory Inspection of Anglican and Methodist Schools
(SIAMS)

School Self-Evaluation
Summary Document
2015-16

Name of School:	Bishop John Robinson Church of England Primary School
Head teacher:	Ken Maslin
Address:	Hoveton Road SE28 8LW
Unique Reference Number:	2032325
Local Authority:	Royal Greenwich

Information about the School

Our Vision

At Bishop John Robinson we want everyone in our community to;

Be the best we can

Join in learning, play and prayer

Remember God's Word

Mission Statement:

As a school we aim to develop every child intellectually, creatively, physically, emotionally, socially, morally and spiritually in a happy and safe environment.

It is our aim that children will:

- ✓ Appreciate the Christian values of the school
- ✓ Desire to learn and achieve to their full potential
- ✓ Become independent and confident individuals
- ✓ Show mutual respect and tolerance for all and
- ✓ Be aware of their environment and care for it

Staff, governors and parents do this by:

- ✓ Working as a team with shared values and expectations
- ✓ Being rigorous and consistent about expectations of children and each other
- ✓ Providing a well-planned and well-delivered curriculum which will equip the children with knowledge, skill and understanding
- ✓ Providing an environment which encourages children to become independent learners
- ✓ Being a positive role model

Characteristics/Context:

Area served: Thamesmead and Abbeywood

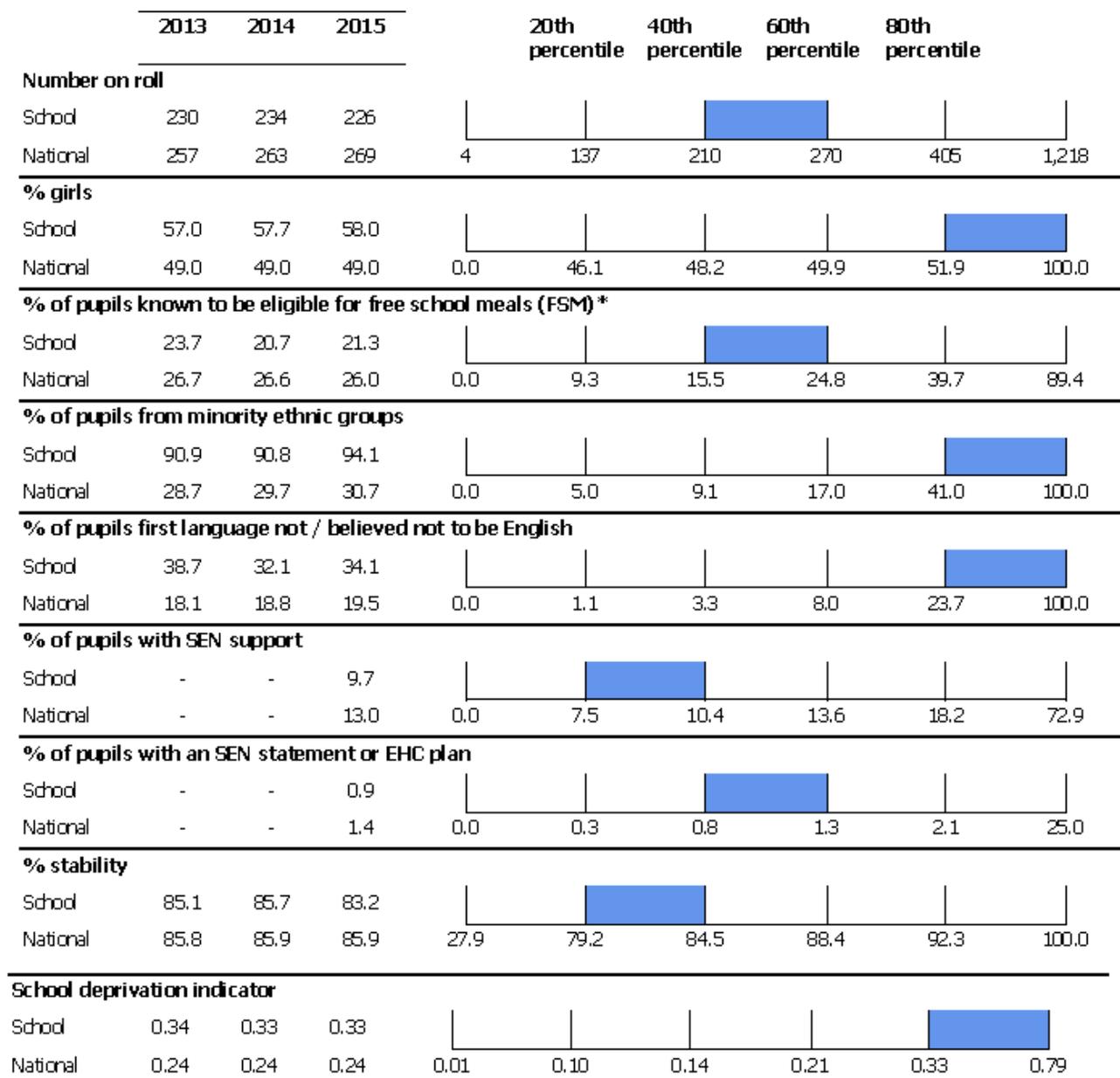
Broad Performance trends over three years:

Attainment: GOOD to OUSTANDING

Progress: GOOD to OUTSTANDING

Attendance: OUTSTANDING

Raise Online 2015



Significant factors:

Much has happened to the school since the last SIAMS and the school community has been on a difficult and turbulent journey. Shortly after inspection, the school entered a period of instability when the substantive head teacher entered a long period of absence due to ill health. The Governors worked with the Local Authority and the Diocese to find replacements and a number of temporary and acting leaders were appointed for short periods of time. This came to a head in the summer of 2013 when the then deputy left for maternity leave, leaving the school with no substantive leadership.

As a result of this situation, school standards slipped which was evidenced in that year's Raise Online report which showed progress in many areas as SIGNIFICANTLY BELOW the national average. The Christian Distinctiveness of the school was also in crisis as staff did their best to keep the school running with no substantive leadership. The school vision and values - which are mentioned in the previous report as being shared by leaders and Governors - were lost as priorities despite the efforts of staff and governors at the time. Although many of the good practices mentioned in the report continued, as evidenced in the 2013 SIAMS review, the foundation of these had been understandably forgotten. Governors approached the Local Authority who supported the school in creating a partnership with an OUTSTANDING Greenwich School - Invicta Primary - to support the school in providing stability and leadership while Governors appointed a substantive Head Teacher.

From September 2013 Bishop John Robinson was in a partnership with Invicta Primary School in Greenwich. Mrs. Corbett provided strategic leadership as 'Executive Head teacher' and myself - Mr. Maslin - supported the day-to-day running of the school as 'Head of School'. During this year there was a significant improvement in standards and the school finished the year having improved rates of progress for pupils as well as raising attainment. We also started re-establishing our identity as a Church School, looking to our name 'Bishop John Robinson' and our school logo 'Oikumene' for inspiration. This work culminated in a creative art project in which a group of artists helped the children to create a beautiful 3D model of the Oikumene symbol and a life sized version of Bishop John Robinson himself! The current Bishop of Woolwich was invited to meet his predecessor who welcomes visitors in our entrance hall. I was appointed as substantive Head teacher and started this role in September 2014.

2014-15 saw increased stability from the leadership team with key members of staff being appointed, namely; a full time experienced Deputy - Jo Richardson, an excellent Early Years Leader - Ann Barratt, and a highly efficient and committed, 3 day a week, SENCo - Tanya Ballantyne-Evans. This year saw the reestablishment of Christian Values as forming the core of what we do in school. Three core values of **Compassion**, **Forgiveness** and **Trust** were agreed by all stakeholders while classes also 'adopted' a value each. These values manifested themselves in the writing of policy (particularly the behaviour policy) and in the themes for Collective Worship. Each month a new Value was studied and children also presented their own

'Values Assemblies' to parents around their class value. Values were celebrated each week and children were given certificates for displaying these values. We created a 'values tree' which grew throughout the year as children pinned their values leaves to it as a semi-permanent reminder. OFSTED graded the school to be *GOOD* this year which was a significant achievement based on where the school had been just over a year beforehand. The school year finished with some of the best results the school has ever seen with practically all areas *SIGNIFICANTLY ABOVE* the national average, thus validating the inspector's opinion that the school is well on the road to *OUTSTANDING*.

2015 has started strongly with a new vision for the school - **Be the best you can, Join in learning, play and prayer, Remember God's word** (observant readers will note this is both an acrostic of **BJR** and a Haiku!) and a continuation and strengthening of the school's Christian Values. A Student Faith Team was appointed to complement the new and ever growing staff Faith Team. All these endeavours are ably supported by our wonderful Chaplain - Reverend Jane, who not only leads Collective Worship once each week but is also a Governor, member of the Faith Team and supports staff and children with learning about the church and the teachings of The Bible. She has been instrumental in helping us develop our collective worship programme and is a constant support to myself and other members of the leadership team. The Faith Team, led by my very able Deputy, has emphasised our Distinctive Christian Character as a priority and our aim this year is to make this apparent in all areas of school: Displays of our Christian Values and Foundation can be found as you walk into school, (new visitors will be immediately struck by our beautiful mosaic cross), with our Oikumene Symbol sitting proudly both inside and outside our entrance, in the playground with our reflection area, in the hall with a wonderful display of Christian Values and a new 3D values tree as well as in classrooms and corridors. My thanks go to my Deputy whose drive to improve standards in RE and our Distinctive Christian Character is without bounds. Working with advisors from the SDBE we have re-established the importance of RE and made great efforts to ensure that RE teaching is at least *GOOD* if not better for all of our children.

In conclusion, I firmly believe that we are an *OUTSTANDING* Church of England School as described in the SIAMS Evaluation Schedule. Not only because of where we are now, but for how far we have come in such a short space of time. I truly believe our Christian Values underpin everything that we do in school. I hope you enjoy your visit.

A handwritten signature in black ink, appearing to be 'KM', written in a cursive style.

Ken Maslin

SUMMARY

Bishop John Robinson School's distinctly Christian nature can be seen and heard through; the importance of daily collective worship, the voices of the children when they sing, its partnership with the local church through the Chaplain, the development of their spiritual awareness throughout their time at school and the children's own Christian backgrounds and upbringing. The school's relationship with the Values of the Christian Church is strengthening and a focus on prayer and commitment to worship supports the spiritual development of all. It is also heard through what the children say, their relationships with each other and adults and their confidence in expressing this during collective worship.

PROGRESS IN ADDRESSING THE FOCUS FOR DEVELOPMENT IN THE PREVIOUS INSPECTION

Focus for development 1: Continue to develop the new schemes of work and assessment systems in RE so that all teachers are confident in their effective use.

(Relates to core question 3)

Action taken	Impact
<ul style="list-style-type: none"> • Continued to develop SOW to ensure balance between AT1 and AT2 • Used SDBE Schemes of work as a basis for all teaching in RE and its assessment • Adoption of the SDBE Scheme levels and sublevels ensures balanced coverage • Updated RE Policy • RE CPD forms part of induction for all new staff • RE staff meeting once per $\frac{1}{2}$ term • RE levels form part of core subjects expectations board visible in each classroom • Staff provided with pupil and staff evaluation sheets for each unit taught to foster reflection • RE data collection at the end of each unit 	<ul style="list-style-type: none"> • Standards in RE are high • For the majority of children RE levels are in line with other core subjects • 100% children left school with L4 or above in RE last year • Quality of teaching in RE is Outstanding with 95% teaching, planning and RE work judged to be GOOD or better. • All teaching, planning and learning this academic year is judged to be good or outstanding.

Focus for development 2: Better involve governors and pupils in the formal evaluation of collective worship.

(Relates to core question 2)

Action taken	Impact
<ul style="list-style-type: none"> • Governors regularly attend Collective worship and contribute to the evaluation of it • From evaluative feedback, governors worked with SLT to plan Collective Worship based around Christian Values • Governors supported SLT in rearranging seating during collective worship, using older children as role models • Children's Faith Team has been appointed to evaluate the impact of Collective Worship each Week • Children's Faith Team act upon evaluations when planning and delivering Collective Worship once a week • Feedback from parents from Class Values Assemblies was very positive and will be repeated year on year to embed values. • Liturgical responses included in Collective Worship as a result of feedback from Governors 	<ul style="list-style-type: none"> • Adopted a values based collective worship programme • Rewards for children are given each week to further embed Christian Values • Reflective sessions planned into all residential trips • New seating plan during collective worship encourages positive participation • Children's participation during CW has increased

Core Question 1	How does the school, through its distinctive Christian character, meet the needs of all learners?
Grade at last inspection:	Outstanding
Current grade:	Outstanding

Key Strengths: We feel this aspect of the school is **OUTSTANDING** because

- Distinctively Christian Values are made explicit through;
 - Our Distinctively Christian Values themed Collective Worship programme
 - Classes are named after Christian values which form part of learning meaning children focus on different values as they progress through the school
 - Core values were agreed by all stakeholders and are prominently displayed around the school
 - Each month a different value is explored and children are rewarded with certificates and leaves (on the values tree) for displaying those values
 - The 'Value of the Month' is displayed in the corridor on which children are able to nominate friends who have displayed values
 - The 'Value of the Month' is mentioned in Newsletters and Tweets and website
 - REflections monthly newsletter also informs families about the Values the children are studying
- Christian Values are embedded in the daily life of the school through;
 - Values forming part of staff communication (Fronter) and staff are encouraged to use values to promote positive behaviour and attitudes in and around the school
 - Discussing behaviour, values are referred to
 - Classes are named according to Christian Values and teachers use the class value name to promote positive attitudes
 - Class Values displayed in the Hall
 - Reflective posters visible in many areas of the school
- Distinctively Christian values, for example forgiveness, friendship, compassion are developed in collective worship by staff and children and also being celebrated in 'Sharing assembly' to ensure an impact on daily lives. This supports the children's spiritual development
- Our recent OFSTED inspection reported that '...Children love their school and enjoy coming here, as a result, attendance is high and consistently above the national average...' this is due in no small part to the school's distinctive Christian 'family' feel.
- The school's behaviour policy was written with Christian Value of 'Forgiveness' at its core. Children are encouraged and rewarded for making the right choices and are given opportunities to reflect and forgive when not. Each day is a new day regardless of the choices made the previous day.
- Attendance and punctuality are consistently outstanding - mostly above 95%. Families who have difficulty with punctuality are treated with Compassion and supported.

Core Question 1 Continued

- Our Christian Character, with a focus on Forgiveness, Compassion and Trust, ensures that exclusions only happen after all other provision has been exhausted
- There is a highly developed interpretation of spirituality and learners have regular opportunities to engage in high quality activities that develop personal spirituality through
 - RE lessons - for example in a Y6 lesson in which Faith was debated
 - Collective Worship - through the lighting of the candle to remind children of Jesus' light in the world
 - Daily opportunities to pray
 - Well-developed prayer areas in each class
 - Reflective areas in the playground
 - Weekly opportunities to offer prayer in writing
 - Regular visits to the Church - for example Ash Wednesday services
 - All parents and governor meetings begin with prayer
 - Visible posters around the school are there to encourage children to think about the 'big questions'
 - Song/hymns, including music lessons
- Children are encouraged to pray and reflect at key times during the day; first thing in the morning, during collective worship, before lunch and at the end of the day. Reflection is also built into RE lessons. Prayer slips related to the Collective worship theme have been produced to prompt children and prayers are brought by all classes each week to be included in the Collective worship led by the Chaplain.
- Our learners are passionate and confident in expressing their thoughts and views through:
 - Discussion and debate within lessons
 - Display work - for example class values hall displays
 - Written exercises - for example in RE work
 - Leading collective worship
 - Art - for example our Oikumene Symbol and BJR figure created in 3D as an art project
 - Prayer
 - Music and song
 - Dance - for example through our Mind, Body and Soul Extravaganza
- The Christian character and values of the school impact significantly on the spiritual, moral, social and cultural development of all learners. In our recent OFSTED inspection, it was reported that, "The emphasis on Moral and Spiritual Development contributes in no small way to the pupils' considerate behaviour towards one another and adults
- OFSTED also reported that, "They go around the school with big smiles on their faces and constantly look out for one another." These behaviours and relationships are encouraged through our Christian Values and further developed in lessons through RE and the PATHS Plus programme which has at its core, "Do unto others as you would have done unto you" Matthew 7:12

- Learners are aware that Christianity is a multicultural world faith through;
 - Displays of Crosses from around the world and different Christian denominations
 - The school's logo displays the 'Oikumene' symbol and children are reminded of the unity of the church through the ecumenical movement.
 - Children come from a wide denominational background are encouraged to discuss similarities and differences in their personal church experiences.
 - The school embarked upon a multi-denominational harvest service with our local Roman Catholic School with whom we share a ecumenical church.
 - Altar cloths within school are from different countries around the world, they also change with the seasons of the Anglican year.
- Our learners display a high degree of respect for different faith communities through;
 - Studying them as 30% of our RE curriculum
 - Our multi-faith celebration board
 - Working alongside peers and families of different and/or no faith.
- We have a high number of practicing Christians on the staff
- Religious Education forms 5-10% of the school timetable

School evidence based on pupil outcomes, taking into account:

- (i) Pupils' achievement.
- (ii) Christian Values.
- (iii) Spiritual, Moral, Social and cultural Development.
- (iv) Relationships.
- (v) Understanding of and respect for diverse communities.
- (vi) Religious Education.

Evidence to support current judgement:

- School data
- School policies
- Lesson observations and book scrutinies

Next steps to secure improvement (with time scales):

- More opportunities to explore spirituality and reflection in the wider curriculum will help children express their thoughts and feelings more clearly. This will begin in the Spring Term where the topic theme is 'Healthy mind, body and spirit'.
- Opportunities to learn about, understand and respect the wider community could to be strengthened. Starting in December with new links with a local care home.

Core Question 2	What is the impact of Collective Worship on the school community?
Grade at last inspection:	Outstanding
Current grade:	Outstanding

Key Strengths: We feel this aspect of the school is **OUTSTANDING** because...

- Collective worship forms a valued part of each day. Christian Values are at the core of each act of worship: Each month a different value is explored through The Bible, story, drama, song, prayer and pupil's work. The themes from collective worship are discussed in class and each week children are rewarded with a certificate for displaying the value. Children also add leaves to the 'values tree' as a semi-permanent reminder of the importance of these values.
- Class led Collective Worship is well attended by families and governors, as are our regular visits to our church - at least 5 times per year.
- Collective worship includes all children from reception up to Year 6 and in the Spring and Summer Months, even our youngest Nursery children attend. Children with Special Educational Needs are supported to participate within Collective Worship.
- Collective worship is often punctuated by inspirational visitors who have included; the Bishop of Woolwich, a Paralympian, famous authors as well as representatives from charitable organisations (for example Greenwich Foodbank) Scientists, and musicians.
- Our Chaplain leads collective worship each week, often telling inspirational stories and lessons.
- The impact of collective worship can be seen many aspects of school life;
 - Children's behaviour is guided through the values discussed in collective worship and children will often talk about and find examples of these values when in the playground (for example when learning about 'Generosity' many children could identify when they showed the value and when others did).
 - Children who need additional support with behaviour are reminded about the values
- Collective Worship regularly includes biblical material and Christian Teaching linked to the core Christian values of; Trust, Forgiveness and Compassion, or the value of the month.
- Learners are encouraged to relate the messages from collective worship to their own lives and learning - for example, when learning about Roald Dahl's life, children could identify where Christian values are displayed through the characters of his books.
- Learners are taught through collective worship how to identify distinctive features of different Christian Traditions, for example
 - The significance of the lit candle during Collective Worship
 - The liturgical colours of the seasons of the church year
 - The importance of Prayer
 - Liturgical responses
 - The singing of hymns
 - Christian festivals
 - The importance of reverence within Collective Worship

Core Question 2 continued...

- Collective worship challenges learners to take responsibility for their own conduct and children are celebrated each week for displaying particular aspects of the Value being taught. For example, a child might receive a reward and praise for displaying a particular act of kindness during the month when 'Compassion' is the theme. Children also nominate each other on the 'value of the month' board when they see others displaying the value.
- The school reward system (house points) rewards children for displaying particular Christian Values
- Charity is a recurring theme during Collective Worship and children are encouraged to help those less fortunate than themselves showing compassion and generosity; for example, collecting for the Greenwich Foodbank, Shoe Box appeal for African Children, collections for Red Nose Day, Children in Need among others.
- Personal prayer and reflection form an important part of collective worship and throughout the day;
 - Each week prayers are written and collected by the Chaplain to be prayed at church
 - Children pray at regular times during the day and are encouraged to pray at other times - for example when waiting for Collective Worship to begin
 - The children's Faith Team decide a prayer focus for the child led Collective Worship which happens weekly
 - A prayer box is available to children, parents and staff.
- Through collective worship, children understand the central position that Jesus Christ occupies in the Christian Faith for example when discussing compassion, children learned the Parable of the Good Samaritan, when learning about forgiveness, the children were reminded of Jesus's Parable of the Prodigal Son
- The school chaplain and incumbent take a central role in teaching the children about God as Father, Son and Holy Spirit, enabling learners to recognise this and talk about it with an impressive degree of understanding.
- The Children's Faith Team leaders are confident in planning and leading acts of worship on a regular basis. Children are also confident when leading acts of Collective Worship with their class. These events are often well attended by families and governors for example, our Reception class led a memorable act of worship all about Friendship (their class value).
- Collective Worship is led by various stakeholders to offer rich experiences of worship for example;
 - Head teacher
 - Senior Leaders
 - Teachers
 - Pupils
 - The school Chaplain and incumbent

Core Question 2 continued...

- Collective worship is monitored and evaluated by senior leaders, governors, staff and pupils. Feedback gathered from monitoring informs the themes of collective worship and leads directly to improvements. For example it was noted that some of the bible stories were not accessible to some of the younger children and so leaders of collective worship are now more mindful of the younger audience.

School evidence based on pupil outcomes, taking into account:

- (i) The central attributes of collective worship.
- (ii) The theological basis of collective worship.
- (iii) The key elements of an act of worship.
- (iv) The leadership and management of worship.
- (v) The centrality of prayer.

Evidence to support current judgement:

- Collective Worship plan
- Parent Questionnaire
- Evaluations
- Photographs of Collective Worship on the School website and twitter
- Values displays
- Class prayer areas
- Discussion with children
- Faith team minutes

Next steps to secure improvement (with time scales):

- Monitoring and evaluation of Collective worship could happen more regularly and by a wider variety of stakeholders (for example parents, staff and visitors). This will begin in Spring term with a new Collective Worship theme.
- A wider range of visitors to lead collective worship could be sought to further develop the children's understanding and offer a richer experience of worship. For example, representatives from different Faith Groups. This has already begun with a visit to a neighbouring Catholic School in which children in Yrs 5&6 celebrated harvest together. Faith team to begin working on this point in the Summer Term.

Core Question 3	How effective is Religious Education?
Grade at last inspection:	Good
Current grade:	OUTSTANDING

Key Strengths: We feel this aspect of the school is **OUTSTANDING** because...

- Attainment is high and progress is rapid
- Standards of attainment of learners are above National Expectation in RE

End of Key Stage 2 Results 2015

Key Stage 2		2013			2014			2015		
		School	RBG	National	School	RBG	National	School	RBG	National
Reading	% Level 4+	82%	89%	86%	93%	93%	89%	100%	93%	89%
	% Level 4B+	64%	79%	75%	90%	85%	78%	93%	87%	80%
	% Level 5+	36%	48%	45%	59%	56%	50%	57%	57%	48%
	% Level 6	0%	1%	0%	0%	0.3%	0%	0%	0.1%	0%
APS		27.9	28.9	28.5	29.9	29.8	29.0	30.4	29.8	N/A
Writing	% Level 4+	82%	87%	83%	83%	90%	85%	97%	91%	87%
	% Level 5+	29%	39%	30%	52%	44%	33%	53%	49%	36%
	% Level 6	0%	5%	2%	0%	6%	2%	3%	7%	2%
APS		27.6	28.4	27.5	29.1	29.1	27.9	30.2	29.5	N/A
Maths	% Level 4+	79%	89%	85%	79%	91%	86%	100%	92%	87%
	% Level 4B+	61%	79%	73%	69%	82%	76%	87%	85%	77%
	% Level 5+	46%	47%	41%	52%	48%	42%	53%	53%	42%
	% Level 6	18%	12%	7%	17%	13%	9%	20%	14%	9%
APS		29.6	29.6	28.7	29.5	30.0	29.0	31.4	30.4	N/A
Reading, writing & maths	% Level 4+	75%	81%	75%	76%	86%	79%	97%	87%	80%
	% "Good" Level 4+	54%	69%	63%	66%	75%	67%	80%	79%	69%
	% Level 5+	29%	27%	21%	38%	31%	24%	43%	35%	24%
APS		28.7	29.2	28.4	29.5	29.6	28.7	30.9	30.0	N/A
Grammar, Punctuation & Spelling	% Level 4+	82%	77%	74%	79%	83%	76%	97%	86%	80%
	% Level 4B+	64%	70%	65%	76%	76%	68%	97%	81%	73%
	% Level 5+	46%	53%	48%	69%	60%	52%	70%	65%	56%
	% Level 6	0%	3%	2%	7%	6%	4%	13%	6%	4%
APS		28.7	28.6	28.0	30.1	29.7	28.6	31.8	30.2	N/A
2+ levels progress	Reading	81%	91%	88%	96%	94%	91%	89%	95%	91%
	Writing	92%	95%	91%	96%	97%	93%	100%	97%	94%
	Maths	88%	92%	88%	86%	94%	89%	100%	94%	90%
3+ levels progress	Reading	0%	39%	30%	25%	44%	35%	29%	42%	N/A
	Writing	8%	46%	30%	57%	52%	33%	54%	56%	N/A
	Maths	38%	45%	31%	54%	47%	35%	57%	50%	N/A

End of Key stage 2 assessments 2015

	Total no. of Year 6 pupils	Level 4+	Level 5+	Level 6	2+ Levels Progress
Religious Education	30	30 (100%)	16(54%)	0 (0%)	30 (100%)

Core Question 3 continued...

End of Key Stage 1 Results 2015

Key Stage 1		2013			2014			2015		
		School	RBG	National	School	RBG	National	School	RBG	National
Reading	% Level 2+	93%	89%	89%	97%	91%	90%	93%	91%	91%
	% Level 2B+	85%	81%	79%	83%	85%	81%	83%	86%	82%
	% Level 3	56%	34%	29%	31%	36%	31%	33%	40%	32%
APS		18.0	16.5	16.3	16.7	17.0	16.5	17.5	17.2	N/A
Writing	% Level 2+	89%	86%	85%	83%	88%	86%	90%	89%	88%
	% Level 2B+	74%	71%	67%	66%	75%	70%	77%	77%	72%
	% Level 3	30%	20%	15%	14%	24%	16%	23%	26%	18%
APS		16.2	15.2	14.9	14.9	15.7	15.1	16.4	16.0	N/A
Maths	% Level 2+	93%	92%	91%	93%	94%	92%	90%	94%	93%
	% Level 2B+	89%	80%	78%	83%	85%	80%	83%	86%	82%
	% Level 3	44%	28%	23%	24%	32%	24%	33%	36%	26%
APS		17.6	16.4	16.1	16.7	16.8	16.2	17.1	17.1	N/A
Reading, writing & maths	% Level 2+	85%	84%		79%	87%		90%	88%	
	% "Good" Level 2+	78%	75%		72%	79%		83%	81%	
	% Level 2B+	70%	68%		59%	72%		77%	75%	
	% Level 3	26%	15%		7%	19%		23%	22%	
APS		17.3	16.1	15.8	16.1	16.5	15.9	17.0	16.8	N/A

End of Key stage 2 assessments 2015

Key Stage 1	L2+	L3
Religious Education	87%	24%

- No groups of learners attain below National
 - SEND pupils are attaining above National and above Core Subjects
 - PP are learning in line with their peers.
- Learners develop a wide range of higher level; enquiry, analysis, interpretation, evaluation and reflection skills to great effect through the teaching of RE; For example;
 - When studying Pentecost, the Y5 class undertook independent research into the symbolism of Pentecost which included using the school chaplain to analyse the information. They creatively represented these findings on banners which decorated the church during Pentecost. This went far in helping them understand the effect of religion on believers
 - When studying baptism, the Y1 class visited the local church to take part in the baptism of a teddy bear. This experience helped them to understand the symbolism, significance and ritual of baptism
- Learners have an impressive ability to reflect upon their own personal questions of meaning and purpose. This is evidenced through discussions with pupils - for example when studying the story of Joseph and his brothers, pupils were able to relate it to their own families, relationships and siblings. RE books and displays are also replete with creative and original recordings of pupil's own reflections.
- All observed teaching is GOOD or OUTSTANDING. In addition to this, the majority of other monitoring in RE (eg Book and planning scrutiny) is never less than consistently good.

Core Question 3 continued...

- The school uses a robust system of assessment (adapted from the SDBE materials) which is evident and on display on each classroom. Data is completed and collected at the end of each unit of work. Staff and pupils assess each unit of work and the results of this monitoring inform planning of the next unit.
- RE has a high profile within the curriculum and forms between 5-10% of weekly lessons. Monitoring of planning and lesson observations show that the needs of all learners are met.
- RE is considered a core subject at BJR and has a place on each classes 'expectations' board. The subject is monitored in line with other core subjects - learning walks, book scrutinies, data drops, and reviews. Staff training in RE occurs at least once per term and teachers report progress and attainment in RE to parents in a similar way to other core subjects.
- The RE curriculum provides children with rich and varied opportunities to develop their knowledge and understanding of the Christian faith. Visits to the church have increased and wider educational visits enrich RE teaching, for example;
 - Visits to local churches
 - Use of the school Chaplain (eg when studying Advent)
 - Use of Forest School Area when studying the Natural World and God's Creation
 - Use of Southwark Cathedral and other places of worship in Central London
 - Visits to Galleries and Museums to study art around Buddhism and Chinese New Year
 - Teachers have responded to CPD, led by the SDBE, and have included many additional creative aspects into their teaching following this INSET.
- 30% of the RE curriculum gives children opportunities to understand and make links between beliefs, values systems of other faiths. The school 'celebration board' is a focal point showing links between different faiths eg 'Harvest' and 'Light'.
- Links to the Christian values of the school impact significantly on the spiritual, moral, social and cultural development of all learners. In our recent OFSTED inspection, it was reported that, "The emphasis on Moral and Spiritual Development contributes in no small way to the pupils' considerate behaviour towards one another and adults."
- Rigorous monitoring of RE is done through;
 - Planning scrutinies
 - Learning Walks
 - Lesson Observations
 - Data collection
 - Book scrutinies
 - RE displaysAs a result of this, well focussed action plans lead to improvement.
- The Deputy Head teacher leads on RE - giving it the highest level of expertise. As a result, the school has ambitious expectations for further improvement.

Core Question 3 continued...

School evidence based on pupil outcomes, taking into account:

- (i) Progress and standards in RE based upon the school's performance data.
- (ii) Quality of teaching and learning in RE.
- (iii) Quality of the curriculum in RE.
- (iv) Effectiveness of leadership and management in RE.

Evidence to support current judgement:

- Half termly pupil evaluation of each unit plan to assess impact of what is being taught.
- Work scrutinies
- Assessment documents highlighting levels for each pupil at the end of each unit plan
- Values displays in the hall
- RE books
- Photographs of RE trips etc on Twitter and the School Website

Next steps to secure improvement (with time scales):

- Continue monitoring of the standards of learning in RE lessons - Ongoing
- Purchase additional resources for teaching RE - for example good quality bibles, artefacts and other teaching aids will enhance teaching in RE. Planned RE budget to be spent by February.
- Increase the number of visits and visitors to further enrich RE teaching. To begin Summer term.
- Develop the use of Assessment without levels through the use of Target Tracker Software. Planned to begin in Spring Term.

Core Question 4	How effective are the leadership and management of the school as a Church school?
Grade at last inspection:	Outstanding
Current grade:	Outstanding

Key Strengths: We feel this aspect of the school is **OUTSTANDING** because...

- Leaders consistently and confidently articulate, live out and promote a vision rooted in distinctively Christian Values;
 - At the beginning of 2014-15, the School Core Christian values were agreed by all stakeholders and articulated to children and families. These form the basis of our behaviour policy and curriculum.
 - This year, a new vision statement, rooted in distinctively Christian Values, was established by staff and Governors following much discussion and debate. In addition to this, classes were named after different Christian Values and teachers have begun work on these by creating colourful and creative displays in the hall. Children progressing through the school will visit each value in turn.
- The impact of explicit Christian Values on the lives of learners is articulated by leaders through;
 - Collective worship, with values being discussed and celebrated each week
 - Emphasising class values
 - When talking to children and families about difficulties they may be facing
 - Through staff communication - Fronter and the staff Handbook
 - The school behaviour policy which is rooted in; Trust, Forgiveness and Compassion (for example when letters are sent home to families)
 - Working in conjunction with our local church and chaplain
 - When reporting to governors
 - When working with parent council
- The school's performance and distinctiveness is robustly monitored through insightful self-evaluation. Leaders involve the wider 'Faith Team' including children to drive standards. As a result, this document forms an integral part of the work of Faith Team and is regularly updated as a consequence, keeping in mind meeting the needs of all learners. Faith Team comprises a wide range of stakeholders including; leaders, teachers, governors, office staff, support staff and parents. Children also contribute through Children's Faith Team Leaders who meet weekly.
- The school curriculum is informed by a distinctively Christian vision. Each term has a particular focus on Christian Teachings: Autumn term has a focus on Harvest, Generosity and the Christmas story, the Spring term theme is 'Mind, Body and Spirit' which concludes with an extravaganza for parents, and Summer term has 'God's Creation and Nature' at its heart.

Core Question 4 continued...

- The Christian Vision contributes to pupil behaviour - in particular the newly adopted PATHS programme has at its core the 'Golden Rule' " Do unto others and you would have done unto you" Matthew 7:12, and has been adopted to further improve children's emotional well-being. OFSTED reported that "The emphasis on Moral and Spiritual Development contributes in no small way to the pupils' considerate behaviour towards one another and adults"
- The school works in conjunction with the church, parents and the wider community (for example cluster schools, other church schools, local police and SACRE) for the benefit of all groups in their understanding of local, national and Global Communities. For example, the school held a Celebration of Black Culture as part of Black History Month, we are also joined a local school for an interdenominational Harvest celebration.
- The partnership with the Church through the Chaplain is strong and strengthening. The number of visits children make to the church have increased (including a 'wedding' in reception class, a Teddy Baptism and an Ash Wednesday service for the older children in the school) and the chaplain is also part of the governing body and faith team. The partnership with the chaplain was strongly felt when a member of our staff passed away. Working in partnership with the Head teacher, the chaplain was able to provide consolation for children and adults in the school. Parents have also been referred to our Chaplain when they are facing personal difficulties e.g. the loss of a child.
- RE CPD is a feature for all staff from support staff through to Governors. NQTs and all new staff attend the Southwark courses and Leaders make good use of the SDBE offer and attend leadership seminars and the Head Teacher Conference. SDBE staff are well unitised to deliver in-house training and links with other church schools are made within the local authority to further promote the Christian ethos. The PATHS programme was introduced to all teachers at the beginning of the year with a view to all staff having training at the end.
- The Senior Leadership Team leads on Worship and RE which gives both areas a high priority and are highly effective as a consequence. An example of this is that at Full Governing Body Meetings, the minutes of Faith Team and RE Link Governor visits are discussed and reported on.

School evidence based on pupil outcomes, taking into account:

- (i) Christian vision.
- (ii) Evaluation and strategic planning.
- (iii) Future leadership of Church schools.
- (iv) Partnership with key stakeholders.
- (v) Foundation Governance.

Next steps to secure improvement (with time scales):

- Improve accountability by adding a RE agenda item on all Full Governing Body meetings. Spring Term
- Strengthen Foundation Governance. Plans are in place to secure more foundation governors to return the school to a full complement by the end of this academic year.