



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### **Bishop John Robinson CE Primary School**

Hoveton Road,  
Thamesmead, London,  
SE28 8LW

**Previous SIAS grade:** Outstanding

**Current SIAMS grade:** Outstanding

**Diocese:** Southwark

Local authority: Greenwich

Date of inspection: 10 November 2015

Date of last inspection: 25 November 2010

School's unique reference number: 100181

Headteacher: Ken Maslin

Inspector's name and number: Pamela Draycott 161

#### **School context**

Bishop John Robinson is an averaged sized primary school. The percentages of pupils from ethnic minority backgrounds and of those who speak English as an additional language are both well above the national average. Around 88% of pupils come from Christian backgrounds. The next largest religious group is Muslim (5%). Since the previous denominational inspection a period of instability at senior staffing level impacted negatively on standards. There is now a fresh leadership structure established which is impacting very positively on the school's life and work. The staff team are almost all new to the school since the previous denominational inspection.

#### **The distinctiveness and effectiveness of Bishop John Robinson primary school as a Church of England school are outstanding**

- The school's very strong Christian vision and values which successfully underpins and clearly shapes school life and policies.
- The school, as a Christian community, develops supportive relationships, excellent behaviour and positive attitudes towards learning, which supports the very good academic progress well.
- The prominence given to the worship programme in supporting the school's Christian vision and values and the very good religious, spiritual and moral development opportunities it provides for pupils.
- The positive response of pupils in religious education (RE) which means that good progress is made and pupils' enjoyment in learning is evident.

#### **Areas to improve**

- In keeping with the school's Christian vision develop more opportunities for spiritual, moral, social and cultural development opportunities across the curriculum.

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

Bishop John Robinson school is explicit in its Christian commitment to helping pupils develop academically and personally. The school's core values of compassion, forgiveness and trust are very clearly expressed and underpinned by biblical examples. They were introduced, following consultation, in 2014. The school's vision statement was renewed in 2015. The vision statement is presented acrostically as, 'Be the best we can; Join in learning, play and prayer; and, Remember God's word'. Together they have already reinvigorated school life and practice in a deep and meaningful way. Pupils have an embedded understanding of these values and many are able to relate these to life outside of the school. Thus, the school successfully focuses on supporting and preparing pupils well both academically and personally. Reflecting the school's Christian values one pupil said, 'We are like a family, like brothers and sisters. We love each other and help each other all the time.' Pupils enter school with below average to average attainment and leave having made very good progress. Pupil attainment is consequently high and above the national average. Pupils' behaviour is excellent and reflects the school's Christian ethos very well. In line with its vision statement pupils of all abilities and aptitudes are very well supported academically and personally. Consequently, they feel safe and happy in school. This contributes to very high attendance levels which are well above the national average. It also contributes to very low instances of poor behaviour, any of which are dealt with compassionately and co-operatively with those concerned. Relationships are very strong and mutually supportive. Pupils' spiritual, moral, social and cultural development is well supported in RE and through the PATHS programme and in worship. Pupils respond very well to this provision. However, the school has correctly identified that not enough detail is given in planning across the wider curriculum in order to explicitly support opportunities for pupils' spiritual, moral, social and cultural development across all areas of learning. Based on an explicit and inclusive Christian ethos the school promotes good understanding and respect for diverse communities. For example, in RE pupils appreciate learning about a number of religions seeing it as, 'helping you to know about and appreciate other people.'

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

Daily worship is very well planned and delivered. There is a strong element of pupil involvement in leading, monitoring and evaluating worship. Pupils and adults understand the importance of worship in contributing to the school's Christian ethos. The worship programme is led by a range of people including senior leaders, the chaplain, pupils and some visitors. These different perspectives and styles enhance the worship experience. In order to broaden pupils' experience of worship, the school has correctly identified the need to expand the range of visitors who lead worship. Worship usually takes place in school and is enriched by regular worship in church as well as visiting Southwark Cathedral for the Year 6 Leavers' Service. Christian festivals are appropriately celebrated. There is a clear focus on the person of Jesus and on biblical teaching. Pupils join in singing with enthusiasm and tunefully. This enhances their experience of worship well. Prayer and reflection have a central place in school life. This includes opportunities to prayer regularly throughout the day. Prayer slips are available in the reflection area in each classroom and in the entrance lobby. These are either used as part of the prayers offered during worship by the chaplain or she takes them away and prays them in church. Pupils speak confidently about prayer being, 'talking to God'. They know that there are different types of prayer – asking prayers, thanking prayers for example. As they progress through school, pupils learn the Lord's Prayer. Understanding of the school's core values and other Christian values are appropriately developed in worship. These values are well linked to biblical material and to Christian teaching. Pupils have an age appropriate understanding of key aspects of Christian belief such as 'the Trinity'. Aspects of Anglican worship, such as lighting candles and using an opening sentence with responses are well expressed through the worship programme. Worship makes a very positive contribution to helping pupils and staff reflect on aspects of Christian belief and practice and respond to this appropriately. Many parents value opportunities to join in with worship in school, especially when their child's class is involved in leading and when services are held in church. Through worship

various fund raising activities are promoted as a way of putting faith into practice in terms of 'loving your neighbour'.

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

Very good progress has been made over the past three academic years in addressing issues relating to RE from the previous denominational inspection. RE has a high profile alongside English, mathematics and science. The subject is very well led by the deputy headteacher who supports and challenges teachers appropriately. This has consequently helped develop confidence in the teaching of RE which is consistently good and sometimes outstanding as evidenced by whole school monitoring procedures. There is a clear understanding of the strengths of the subject area and of the areas that are in need of further refinement. Standards of attainment are above the national expectation and are at least as high as standards in the other core subjects. This means that most pupils make good or very progress in RE. A range of activities such as role-play and drama, art and games as well as writing in a range of styles help pupils enjoy their learning in RE. These lead to a focused engagement in lessons and to extremely good behaviour. Teacher marking and assessment of pupils' work is happening regularly, in line with whole school policy. Pupils respond appropriately to teacher marking and are usually aware of the next steps need to improve their learning further. Following the diocesan scheme of work, there is a good balance between learning about Christianity and learning about other faiths. Pupils respond well to opportunities within RE to apply their learning to situations in the world today. There are appropriate links made between RE, worship and the PATHS curriculum as well as to termly themes which extend RE learning significantly.

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

The headteacher, very well supported by his deputy, has reinvigorated the school's Christian ethos and values. These are integrated well into the school's life and work. This has been achieved through a consultation process with stakeholders. Consequently, there is a wide-ranging commitment to implementing and living by the school's Christian vision and values. This leads to high academic standards and to a caring and supportive approach which supports the wellbeing of the school community. Key issues from the previous inspection have been addressed. However, the good progress on these issues has principally been made over the past two to three academic years. Governors know the school well and are appropriately involved in monitoring and evaluating it as a church school. Leaders, including governors, have a very good understanding of the school's strengths and areas for development. This means that its self-evaluation and strategic improvement planning is accurate and well-focused. RE and worship meet statutory requirements. The RE and worship link governor is active in her support and challenge. The Faith Committee, as a subcommittee of the governing body, includes a range of stakeholders and successfully helps to drive forward developments linked with ethos and values. Links with the parish church, through the incumbent and chaplain, and other churches in the area are strong. Parents are appropriately involved in their children's education and are very supportive of the school as a church school. Planning for the future leadership of church schools is good. Diocesan training has been attended by both middle and senior leaders as well as governors. Whole school training by diocesan staff has also taken place recently. New staff are very well inducted into working in a church school. The school is actively involved in links with other Church of England primary schools in the locality.

SIAMS report November 2015 Bishop John Robinson CE School Thamesmead, London SE28 8LW