

## Leadership and management: GOOD

- The school has a strong and stable leadership team who have a clear and ambitious vision for providing high-quality education to all pupils. School implement priorities are shared with all staff and regularly form appraisal targets.
- We have a culture of safeguarding that supports effective arrangements to; identify pupils who may need early help or who are at risk of abuse, help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help, manage safe recruitment and allegations about adults who may be a risk to pupils. Our staff receive regular safeguarding training.
- The school is regularly audited for Health and Safety and HR procedures. Both were exemplary in 2018/19
- All teaching staff take responsibility for leading aspects of the curriculum .They regularly monitor the quality of education in their subjects ensuring the full curriculum is well taught.
- Our leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. A recently formed 'Parents as Partners' group is well attended and helps raise funds for the school.
- Our Governors have recently been awarded the Bishop's Certificate for School Governance. They help to ensure that we have a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education through aligning themselves to school improvement priorities.

### School Development Plan Priorities for 2019/20

Consolidate the role of middle leaders to deepen the curriculum and strengthen the high-quality learning environments, to maximize pupils' outcomes.

## Quality of Education in Early Years: GOOD

- Outcomes for pupils in Reception 2019 were above the national average.
- Observations and assessments are accurate and provide secure evidence against end of year judgements for EYFSP. Teachers and leaders have an accurate picture of the strengths and weaknesses of the provision because of effective self-evaluation. This was validated by Local Authority Monitoring in 2018.
- The outdoor area provides children with stimulating activities which has led to greater engagement by the children. This was commented on during the 2018 OFSTED inspection.
- The classrooms are well organised to encourage children to select writing as a self-initiated activity and to develop good personal/social skills including sharing resources collaboratively.
- Teachers and support staff are reflective, and plan based on observation of the children. They ensure that children's needs are identified and give children the support they need.
- Behaviour across EYFS is good. Children are motivated, confident and respond well to routines and practices. They gain an understanding of risk through activities that encourage them to explore their environment
- Staff work well with parents and engage them in their children's learning and keep them informed about their children's achievements

### School Development Plan Priorities for 2019/20

Continue to develop opportunities for high-quality talk in the early years to ensure the best possible start for developing children's reading and writing skills.



## Bishop John Robinson Self Evaluation Summary 2019-20

School Characteristics	School	National
Number on roll	211	282
Stability %	77.9	85.6
Gender Boys - Girls %	45.5 - 55.5	51-49
Ever 6 FSM %	20.1	23
Minority ethnic groups %	96.6	33.8
EAL %	23.8	21.2
Deprivation indicator	0.27	0.21
SEN EHCP %	3.3	1.6
SEN Support %	6.2	12.6
Sessions missed due to absence %	2.3	4.2
OFSTED	Good (2018)	
SIAMS	Outstanding (2015)	
RE Quality Mark	Gold (2018)	
Bishop's Certificate for School Governance	2019	

### OFSTED Next steps for the school

Sustain the current practice in mathematics to secure strong outcomes at the end of each key stage.

Consolidate the role of middle leaders to deepen the curriculum and strengthen the high-quality learning environments, to maximise pupils' outcomes.

Continue to develop opportunities for high-quality talk in the early years to ensure the best possible start for developing children's reading and writing skills.

## Quality of Education :GOOD

2019 outcomes	School	National
EYFS GLD	88%	72% (2018)
Phonics Y1 WA	85%	82%
Phonics Y2 WA	87%	91%
KS1 RWM @ exp std	50%	64% (2018)
KS1 RWM Greater depth	13%	11% (2018)
KS2 RWM @ exp std	76%	65%
KS2 Maths @ exp std	92%	72%
KS2 Reading @ exp std	88%	73%
KS2 Writing @ exp std	80%	78%

- Pupils achieve above national averages in EYFS, Y1 Phonics and KS2.
- Disadvantaged children achieve well
- Children with SEN make good progress though our dedicated 'Wisdom' Room, intervention programmes and in class support.

- In 2018/19 our leaders constructed a broad curriculum designed to give all pupils the knowledge and cultural capital they need to succeed.
- The school was awarded GOLD RE quality Mark in 2018
- Innovative use of new technology supports teaching and learning across the curriculum.
- Our teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.
- Teachers worked hard in 2018/19 to develop a mastery approach for teaching Mathematics and structured support for teaching reading. This impact of this is reflected in the KS2 outcomes for 2019.
- Children enjoy learning at BJR which is reflected in the quality of work in books and on display. They make average progress across KS2.
- Our teachers use assessment well to help pupils embed knowledge and to inform teaching.

### School Development Plan Priorities for 2019/20

Sustain the current practice in mathematics to secure strong outcomes at the end of each key stage.

Continue to develop opportunities for high-quality talk in the early years (and the wider school) to ensure the best possible start for developing children's reading and writing skills.

## Behaviour and Attitudes: GOOD

- Fixed term exclusions are rare. In 2018/19 the exclusion % was 1.31% which is below the national of 1.4%.
- Attendance is high with only 2.3% of sessions missed compared with the national average of 4.2%.
- We have high expectations for pupils' behaviour and conduct. These expectations are actively taught through assemblies and regular PSHE lessons. This is reflected in our pupils' positive behaviour and conduct which is often commented on by members of the public when our children are on educational visits.
- Low-level disruption is uncommon and pupils' behaviour rarely disrupts lessons or the day-to-day life of the school. Where difficulties arise, children are given appropriate support, consequences and direction to help improve.
- A dedicated nurture style provision was created last year to support children with Emotional and Mental Health needs. These children well supported by teachers and our newly trained Emotional Literacy Support Assistant (ELSA).
- The school behaviour policy is consistently applied and well monitored and supported by leaders.
- Our leaders, staff and pupils create a positive environment in which bullying isn't tolerated. If bullying, occurs, it is dealt with quickly and effectively.
- Our children's attitude toward their education is good and is well supported by families. This is reflected in the quality of work in their books and the feedback given.
- Relationships among our pupils and staff reflect a respectful culture; pupils feel safe at school.
- Our staff actively encourage positive play regularly lead and join in with children's games. This helps our children to create positive relationships.

### School Development Plan Priorities for 2019/20

To continue to improve pupil behaviour through positive approaches to Social, Emotional and Mental health and the 6 principles of nurture.

## Personal Development: GOOD

- Our curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development which includes quality educational visits and residential visit for each KS2 class.
- Our work to enhance pupils' SMSC development is of a high quality and is reflected in our school curriculum, Christian values and the **Thamesmead Charter**.
- We provide a wide range of opportunities to nurture, develop and stretch pupils' talents and interests, for example Black History Month, BJR's Got Talent, Pop-up museum in addition to assemblies and Christian celebrations. Our pupils appreciate these and make good use of them as they encourage children's creativity and value cultural diversity.
- As a relatively small school, we provide high-quality pastoral support and all staff are encouraged to form good relationships with pupils as part of the behaviour policy. Our pupils are encouraged eat healthily (for example through the Lent sugar challenge), maintain an active lifestyle and keep physically and mentally healthy.
- Our children have an age-appropriate understanding of healthy relationships through our RSE and PSHE lessons.
- We are lucky to have a school chaplain who offers spiritual and moral guidance through collective worship and also personal and social support for children, staff and families.
- We prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect. These form part of our regular assembly themes and also feature within the wider curriculum.
- We promote equality of opportunity and diversity effectively. For example, each year, children study a world faith other than Christianity and regularly visit places of worship. Regular study of the Christian Values help our pupils understand, appreciate and respect difference in the world.