

Bishop Gilpin Church of England Primary School

Lake Road, Wimbledon, SW19 7EP

Inspection dates 18–19 April 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- This is a school that puts the learning and well-being of its pupils at the heart of all its thinking and planning. As a result, all pupils flourish and make outstanding progress.
- Pupils reach very high standards, leaving school with results that are typically at least a year or more ahead of the national average.
- Pupils' achievement is high because the overall outstanding teaching has a strong focus on encouraging them to find things out for themselves.
- Teachers use probing questions to challenge the pupils to think for themselves.
- Exceptionally, marking does not always provide pupils with enough guidance on how they can improve.
- The leadership of the school is second to none. The headteacher is inspirational in his pursuit of excellence. The knowledgeable and committed governing body is exemplary.
- Leaders, managers and governors get the very best out of their teachers, and their high expectations secure continuing improvement in pupils' learning.
- The curriculum has many strengths and no areas of weakness. Among its particular strengths are music and information and communication technology (ICT), which are taught by specialist teachers.
- One parent described the school as 'a community school', and the deputy headteacher said it has many of the characteristics of 'a village school'. These remarks accurately describe the warm, inclusive, welcoming ethos of the school, where each individual is valued.
- This ethos reflects the extremely strong commitment of the school to developing pupils' spiritual, moral, social and cultural qualities.
- Pupils from all backgrounds and with a range of additional needs learn exceptionally well, because the school knows and cares for each individual.
- Pupils have every opportunity to reflect on the contribution they make to the lives of others, and to make a difference. As a result, behaviour throughout the school is excellent.

Information about this inspection

- Inspectors observed teaching and learning in 28 lessons, taught by class and specialist teachers across a range of subjects, most observed jointly with the headteacher and his deputy.
- Inspectors listened to pupils read, looked at samples of their work and attended assemblies.
- Meetings were held with senior leaders and teachers with responsibilities for specific subjects, members of the Governing Body, a representative of the local authority and groups of pupils. Inspectors took account of the views of staff in 43 questionnaires.
- There were 97 responses to the online Parent View questionnaire. Inspectors used these, together with an emailed letter received from a parent, and also spoke to several parents during the course of the inspection, one by telephone.
- Inspectors observed the school's work, and looked at a range of documents including development plans, the school's checks on how well it is doing, data on pupils' attainment and progress, safeguarding information, records relating to behaviour and safety, and minutes of meetings of the governing body.

Inspection team

Natalia Power, Lead inspector

Additional inspector

Victoria Turner

Additional Inspector

Clare Gillies

Additional Inspector

Full report

Information about this school

- Bishop Gilpin Church of England Primary School has two classes in each year, with an extra class in Year 2, and is larger than the average primary school.
- Currently 22 pupils out of the 515 on roll are known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, for pupils known to be eligible for free school meals, and those from families in the armed services. At Bishop Gilpin all the pupils eligible for the pupil premium are those entitled to free school meals, and this proportion is a great deal lower than the national average.
- Almost half of pupils come from a wide range of minority ethnic heritages, and this proportion is higher than usual.
- Around a quarter of pupils speak English as an additional language, and this proportion is higher than average; however, few pupils are at an early stage of learning the language.
- The proportion of disabled pupils and those with special educational needs supported at school action is much lower than average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher took up his post just over two and a half years ago. The co-Chairs of Governors took up their positions within the past two years.

What does the school need to do to improve further?

- Make sure that all marking gives pupils clear guidance on what they need to do to improve the quality of their work.

Inspection judgements

The achievement of pupils is outstanding

- Pupils do exceptionally well in the national tests taken at the end of Year 6. Their results in 2012 in English and mathematics were extremely high, with three quarters of pupils gaining Level 5 grades in English and almost nine out of 10 gaining Level 5 in mathematics. These results were even higher than the very high 2011 results, and reliable information from the school shows that 2013 results may be as good or even better than 2012.
- Children enter the school with language, number and social skills which vary but which are typically higher than those expected for their age. Through first-class teaching and creative activities with an excellent level of challenge, the children make exceptional progress in their learning in the Nursery and Reception classes.
- Outstanding teaching ensures that pupils continue to make outstanding progress throughout the school. No group lags behind. This reflects the school's commitment to equal opportunities, making sure that all have the chance to succeed.
- Pupils from a wide variety of backgrounds learn exceptionally well. Those who speak English as an additional language receive immediate and highly effective support which enables them quickly to catch up with others and in many cases exceed them.
- The school is highly responsive in putting in place additional support for disabled pupils and those with a range of special educational needs. As a result these pupils also make the very rapid progress that is typical of this school.
- The school's strong focus on reading is highly successful. Children in the Nursery, Reception and Year 1 are taught exceptionally well their sounds and letters (phonics) and how they combine to form words. As a result, Year 1 pupils did very well indeed in the 2012 phonics screening check. The strong focus on reading is sustained throughout the school. In the 2012 tests taken at the end of Year 6, almost all pupils had made outstanding progress in their reading since Year 2, and almost nine out of 10 gained Level 5.
- The school has a positive effect on the learning of the few pupils eligible for additional funding through the pupil premium. Making full use of the expertise of governors, school leaders check the progress of all these pupils and keep a close eye on how effectively the additional support for them is used. As a result, they make similar progress to all others in the school. Nationally, the Year 6 attainment in English and mathematics of pupils supported by this extra funding is around two and a half terms behind that of all other pupils. At Bishop Gilpin, numbers of pupils eligible for the additional funding in each school year are so small that information about attainment should be treated with caution. For example, in 2012, the two Year 6 pupils concerned were a year behind other pupils in the school in English, but half a year ahead of them in mathematics.

The quality of teaching is outstanding

- Pupils throughout the school make rapid progress in their learning because of the high overall quality of the teaching. Inspectors saw a pattern of teaching that was outstanding in most lessons observed, and never less than good.
- The pace of lessons is brisk, and teachers often use a range of approaches, including computer stopwatches, to make sure that discussions are focused and do not drag.
- The tasks are matched highly accurately to individual pupils' needs, so that all groups make outstanding progress.
- Teachers give the pupils ample opportunities to practise and develop their literacy and numeracy skills across a range of subjects.
- Pupils learn exceptionally well because the teachers give them plenty of chances to find things out for themselves. In one Year 6 English lesson, pupils were absorbed in researching the best techniques to use when making a persuasive argument. In a Year 2 mathematics lesson, pupils

enjoyed working out for themselves the best method of calculating change when shopping.

- Teachers have high expectations for the pupils, and continually challenge them to go further and deeper in their thinking. In one Year 5 mathematics lesson, for example, pupils were engrossed in working out numerical sequences for themselves and, once they were confident in doing this, the teacher challenged them to use different operations in forming their sequence, not just adding or subtracting.
- The quality of teachers' questioning is second to none. Teachers make full use of pupils' natural curiosity. In one Year 4 ICT lesson, for example, the teacher asked pupils if creating a false computer identity to protect themselves was akin to telling a lie. The pupils seized on the opportunity to debate the topic and a lively discussion ensued.
- A strong feature of the teaching is the valuable contribution made by a range of adults, including the highly experienced teaching assistants and other volunteers, including parents.
- Teachers mark pupils' work regularly and provide encouragement where it is due. However, they do not consistently give pupils enough guidance on what to do next and how to improve their work.

The behaviour and safety of pupils are outstanding

- Pupils' outstanding behaviour comes in large part from the calm and welcoming ethos of the school, where each individual, whether child or adult, is valued. From the earliest years, the children are ready to share and take turns. Inspectors enjoyed seeing children in the Nursery explaining to one another how to use a computer program.
- Pupils' exemplary behaviour reflects the school's extremely strong commitment towards their spiritual, moral, social and cultural development. The school's spiritual values, for example, are seen in pupils' written reflections which are often displayed in the classrooms. One such reflection in a Year 6 classroom, for instance, said, 'Prayer reminds me that I have to accept I can't change my personality for other people.'
- Pupils are highly considerate towards one another. They told inspectors that pupils are rarely unkind to one another and that there is no actual bullying such as racist or cyber-bullying. They reported that, if they have any concerns, they can use the worry boxes or have a word with an adult. As a result they feel very safe in school.
- Pupils know how to keep themselves safe. They understand, for example, the risks involved in cycling or crossing the road, or communicating with strangers in person and online.
- Pupils are extremely eager to learn, and inspectors heard groans of protest when tasks they were absorbed in had to come to an end. They make an exceptional contribution to their own learning.
- Almost all parents who spoke to inspectors or responded to the online survey of parents' views agreed that their children are safe and happy at the school, and one spoke for many in praising the teachers for 'always giving their time and being accessible'.

The leadership and management are outstanding

- The headteacher, ably supported by his deputy, is inspirational in his drive for improvement. He has created a strong and supportive team. The school is on an upward path and pupils' achievement has risen.
- School leaders have high expectations of the teachers and this has driven up the quality of the teaching. They encourage teachers to continue developing their expertise, and teachers told inspectors how much they value the opportunities they are given. Leaders visit lessons frequently and provide valuable guidance to teachers on how they can improve their

performance. As a result, pupils' learning and progress are increasingly rapid.

- Leaders, governors and managers have a clear understanding of the school's strengths and how important it is not to lose the gains by halting the upward momentum. Their plans for the future are precise, exacting, and realistic. They have fully met the recommendation from the previous inspection to smooth the transition from Reception to Year 1, so that children move confidently to the next stage.
- The curriculum is excellent, and prepares pupils exceptionally well for the next stage of schooling. There are considerable strengths, particularly in the fields of music, ICT and sport. For example, inspectors enjoyed hearing pupils singing tunefully and with feeling, both in assembly and choir. The activities prepared for children in the Nursery are particularly creative and exciting. For example, while learning about the life-cycle of frogs, the children were also absorbing lessons in numeracy, using language in a sophisticated way, and even using drama to enact the transition from frogspawn to tadpole and adult frog.
- The school uses modern technology in creative ways to promote learning, for example encouraging pupils to use tablet computers to undertake their own research into history topics or French vocabulary.
- Leaders and governors keep pupils extremely safe and ensure that those who work with them have been properly checked.
- The local authority knows the school well, and provides the light-touch support appropriate to a school which is so well led and managed.
- **The governance of the school:**
 - The governing body is impressive, and has an excellent knowledge of all aspects of school life. Governors are proactive, for example in conducting parents' surveys, drawing up action plans from issues arising and then ensuring that improvements are made. They have a sophisticated understanding of how the school is performing in relation to others, and are actively involved in working with the school to draw up plans for future improvement.
 - Governors know how well teachers are performing and fully understand the link between teachers' performance and the progress made by pupils, year by year and subject by subject. Working collaboratively with school leaders they encourage teachers to gain skills and reward them appropriately.
 - Governors have an excellent understanding of the various ways of measuring pupils' achievement, and ask the necessary searching questions of leaders and managers to ensure that all pupils do as well as they can.
 - Governors keep a firm hand on the school's budget, ensuring that funds are well spent. For example one of the co-Chairs, through his research work, is particularly knowledgeable about how the pupil premium can be used to close gaps, and uses this knowledge to ensure that the funding is used exceptionally well. As a result of the close partnership between school leaders and governors, additional support provided for pupils is continually checked to ensure that it is effective.
 - Governors are highly trained, and also share their expertise highly effectively. For example, they draw up guidance for governors who have specific responsibility for areas of the school's work, to enable them to be as effective as possible.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102666
Local authority	Merton
Inspection number	411642

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	515
Appropriate authority	The governing body
Chair	Gill Williams and Simon Rea (co-Chairs)
Headteacher	Matt Ball
Date of previous school inspection	14 December 2007
Telephone number	020 8946 6666
Fax number	020 8879 8159
Email address	info@bishopgilpin.org

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