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Head Teacher: Mrs S Harrison

Thursday 4th June 2026

Dear Parents and Carers,

We are writing to you following our Ofsted inspection in February. The report has been uploaded to our website for you to read (Key information> Ofsted report).

The Ofsted inspection team recognised a number of strengths at BPJS:

- *'High quality pastoral care and the warm and positive relationships between staff and pupils.*
- *Pupils' welfare is a high priority for staff across the school.*
- *Safeguarding standard is met - safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed.*
- *Pupils understand the importance of treating everyone with respect, regardless of their background or culture.*
- *The curriculum is broad and appropriately sequenced…most* {pupils} *engage positively with their learning.*
- *Pupils learn to cooperate and build confidence through a range of activities…pupils have numerous opportunities to discuss issues that are important to them.*
- *Pupils generally behave well in lessons and across the school, contributing to a calm, orderly environment*
- *Bullying is rare and quickly addressed.*
- {School arranges} *a range of trips and cultural experiences to broaden pupils' horizons and nurture their talents.*
- *Staff are adept at supporting pupils' social and emotional needs.*
- *Leaders and Governors put the interests of pupils at the centre of much of their work.*
- *Leaders have a broad understanding of the school's strengths and areas for development.*
- *Governors understand and fulfil their statutory duties, holding leaders to account.'*

We are proud of these aspects and will continue to build on them**.**

The inspection team recognised the challenges we inherit at BPJS, notably, gaps in foundational learning and entrenched issues around attendance;

'Many pupils begin Year 3 with significant needs, including gaps in their learning.' *(BPJS Ofsted Feb 2026)*

'Many pupils join with low starting points.' *(BPJS Ofsted Feb 2026)*

'Leaders face considerable challenges around attendance, including overcoming some entrenched low attendance rates. Despite leaders concerted efforts, many pupils continue to miss a lot of school.' *(BPJS Ofsted Feb 2026)*

Inspectors took account of the immense amount of work we do to try to ensure good attendance; unfortunately, as attendance for some pupils remains stubbornly below expected, our 'behaviour and attendance' grade could not be any higher than 'needs attention'. Please note that *attendance* brought down this area; *behaviour* was identified as positive.

The inspection team acknowledged the significant changes in the schools' context (our pupil intake) over time, going on to say the school;

'…admits increasing numbers of pupils with special educational needs and/ or disabilities.' *(BPJS Ofsted Feb 2026)*

This correlates with the achievement section which identifies that;

*…**'over time, pupils' attainment in the end of Key stage 2 tests has been much lower than national averages.'*** *(BPJS Ofsted Feb 2026).*

Areas for improvement:

The report identifies areas where improvement is needed, notably that pupils need to make more rapid progress in their foundational knowledge and skills from their starting points at BPJS, especially in writing and maths. Inspectors recommended we need to work more effectively to remove other barriers to learning to enable children to achieve better; this includes by better adapting learning for some learners.

Since the inspection, we have already been taking decisive action and our improvement plan includes:

- Improving the teaching of handwriting.
- Further streamlining our broad curriculum to allow more time to fill gaps in early reading, writing and maths, to secure foundational knowledge and skills.
- Increasing monitoring and support of teaching and learning to ensure consistently high expectations for all learners, particularly those with barriers to learning.
- Further training to support staff to better adapt/ differentiate learning to meet the needs of individuals (we have been working on this for some time given the changing needs of children joining BPJS).

We are committed to making these improvements, and we will regularly review our progress against clear goals.

You may recall that earlier in the school year, we mentioned that the Ofsted framework has changed, notably that the judgement 'expected' is now considerably harder to achieve than the previous 'good' judgement.

When considering our outcomes, it is important to acknowledge the context of our school. We have a significantly higher proportion of pupils with Special Educational Needs and Disabilities (SEND) than in most schools nationally. **33.5%** of our pupils are on the SEND register and a further 18% are being monitored for SEND as part of the graduated approach. Our level of SEND is acknowledged by Ofsted and the DfE to be 'well-above average'.

Whilst we have high aspirations for every child, our 'well above average' level of SEND presents additional challenges when comparing outcomes with other school and national averages. Nevertheless, we remain fully committed to ensuring that all pupils achieve their very best and make strong, meaningful progress from their individual starting points. It should be noted that 'progress' for pupils at BPJS (progress from their starting points with us) is impressive and testimony to the hard work of pupils and staff in school.

As more schools go through the new inspection process, it has become apparent that schools supporting children with the greatest need are finding it harder to achieve higher Ofsted gradings. This is due to the stipulation within the framework for schools to achieve in line with national averages. For a school with well-above average levels of SEND, this is difficult.

Please follow the links below for more information:

Ofsted 'actively penalising' schools more inclusive to Send pupils

"Under Ofsted's system, schools may do an incredible job in helping pupils who face all manner of challenges in their lives to progress from a poor starting point but still be marked down if overall test scores are below national averages. It's hard to imagine anything more demoralising for leaders and teachers.

"Not only are these lower grades unfair for schools that operate in more deprived areas, they also actively penalise those that are more inclusive for pupils with Send. Furthermore, it risks discouraging leaders and teachers from going to work in the very schools that need them the most."

Ofsted: No reinspections despite new context measure

Ofsted has defied calls to reinspect hundreds of schools already visited under its new framework once measures to better understand local context are introduced.

It follows growing concern among school leaders that Ofsted's new framework penalises schools with poorer cohorts because of its focus on attainment and use of national averages.

Those concerns deepened when Ofsted acknowledged this week the "relationship" between disadvantage and performance against its 'achievement' judgment. The new framework "from the get-go was fundamentally unfair in how it treated schools serving disadvantaged communities"

We would like to reassure you that your child's wellbeing, safety, and education remain our highest priorities. The dedication of our staff and the support of our wider school community are key strengths that will drive us forward.

Thank you for your continued support.

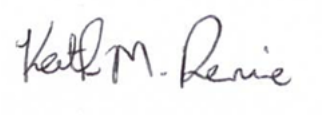
Yours sincerely,

Sonja Harrison



Headteacher

Keith Rennie



Chair of Governors