



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church**

National Society Statutory Inspection of Anglican and Methodist Schools Report

Bishop Ridley Church of England Primary School

Northumberland Avenue, Welling
Kent, DA16 2QE

Diocese: Rochester

Local authority: Bexley

Date of inspection: 21st March 2014

Date of last inspection: 9th March 2009

School's unique reference number: 134780

Headteacher: Mr Steven Hall

Inspector's name and number: Mrs Pamela Draycott (142)

School context

Bishop Ridley is a larger than average voluntary aided primary school. The number of pupils who speak English as an additional language and those from minority ethnic backgrounds are higher than the national average; whilst those with special educational needs or who receive pupil premium funding is below average. The majority come from Christian, but not necessarily Anglican backgrounds (71%) with 42% of those attending a Christian church regularly. Around 5% of pupils are from Hindu and 4% from Muslim backgrounds. 20% say they have no religion.

The distinctiveness and effectiveness of Bishop Ridley Church of England primary school are good

- The head teacher, governors and other key staff articulate a clear vision for this church school. Pupils achieve well in a caring Christian environment and are well prepared for the next stage of education both academically and through the values promoted by the school.
- Religious Education (RE) is well led by a senior staff member who has appropriately developed aspects of the curriculum, including assessment opportunities.
- Children and adults know that worship and prayer are important aspects of school life.

Areas to improve

- Ensure that the school values are explicitly underpinned by Christian belief and practice.
- Involve pupils more effectively in the planning and monitoring of the worship programme.
- Ensure that children understand the distinctive Christian beliefs about God as Trinity.
- Continue to challenge pupils' thinking in RE especially for learning from religion (Attainment Target 2) providing more refined assessment, including self-assessment, opportunities.

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

The school's mission statement drives its work of promoting effective learning within a Christian environment underpinned by key values such as endurance and humility. The values are understood as being important by adults and pupils but are not explicitly linked with Biblical teaching. The school is a friendly, welcoming and inclusive place with good relationships which is evidence of its Christian values in practice. Pupils' spiritual, moral, social and cultural development is promoted effectively, and especially well through worship and RE. The well-being of pupils is taken seriously as befits a Christian school. A quiet area has been established which pupils are able to access and value. Pupils feel safe and special so they behave well and enjoy being in school which helps them to achieve well.

Standards have been good over an extended period and the gap in the quality of learning and achievement between different groups of pupils has narrowed.

The impact of collective worship on the school community is good

Worship takes place every school day with a programme of planned themes, linked to the church's year and to the school's Christian values and thus meets statutory requirements for worship in a church school. There are a range of opportunities for pupils to take part in worship at the parish church which appropriately extends worship opportunities. Pupils respond well to the worship provided. There is a prayer station in each classroom which the children report they do use, understanding that prayer is 'talking to and listening to God'. There has been an improvement in pupil participation since the previous inspection but pupils are not sufficiently involved in planning and monitoring worship. Through the worship programme the idea of God the Father, Son and Holy Spirit is addressed well as distinct 'Persons' but the concept of 'Trinity' as such is not as effectively addressed. Aspects of Anglican worship such as the use of a versicle and response, reciting the Lord's Prayer and a blessing at the end of worship when the Vicar is present are well established.

The effectiveness of the religious education is good

RE has a high profile and is well led by a senior leader which shows the importance placed on it. Standards are at least in line with other 'core subjects' and assessment procedures have improved and are now used well to monitor learning and support progress. Assessment is still quite 'broad brush' and needs refinement, especially for Attainment Target 2. There are some examples of pupils responding appropriately to teacher assessment in written work but this practice is not embedded in practice. Teaching is good and does not shy away from difficult topics such as in a Year 5/6 lesson seen with a focus on 'suffering' and the question of how can a 'good' God allow suffering in the world. Pupils responded well to the challenge provided by this lesson. In a good Year 3 lesson seen pupils linked events around Holy Week to school values such as humility. The balance of activities in RE with younger age groups can be very literacy focused. As a result of good teaching across the school, pupils develop a good understanding of Christianity and a detailed knowledge of Biblical stories and teaching. Opportunities to learn about other faiths as recommended by the Diocesan syllabus, supports pupils well in their development of social and cultural awareness.

The effectiveness of the leadership and management of the school as a church school is good

Clear leadership and good management means that the school has developed well in its ten year journey from local authority to church school. Christian teaching and focus is evident and more parents now choose it specifically because it is a church school. The links with the parish church have developed well, the Vicar and other church members being appropriately involved in school life. Leaders and governors know the school well as evidenced by the accurate SIAMS self-evaluation document. The school is an active member of the Anglican School Partnership in which local Anglican schools support each other in a variety of ways. Membership of this collaboration has made an effective contribution to the development of Bishop Ridley school as a church school. In turn the school is sharing ideas and expertise with others in the partnership.

SIAMS report March 2014 Bishop Ridley Church of England Primary school, DA16 2QE