

WELCOME TO BISHOP RIDLEY CE VA PRIMARY SCHOOL

'The quality of teaching and pupils' achievement are consistently good. There is a strong learning community of which pupils, and parents and carers, are proud.'

*Ofsted Inspection Report
2014*

This prospectus contains much of the information you will need to know about our school. We hope you find it useful and informative and hope that your child's years at Bishop Ridley CE Primary School are happy and successful.

Steven Hall
Head Teacher

<i>School address</i>	Northumberland Avenue Welling Kent DA16 2QE
<i>Telephone</i>	020 8303 4461
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<i>E-mail</i>	admin@bishop-ridley.bexley.sch.uk
<i>Website</i>	www.bishopridleyschool.org.uk
<i>Head Teacher</i>	Mr Steven Hall, BA (Hons)
<i>Chair of Governors</i>	Mr Ian Miller
<i>School status</i>	Church of England Voluntary Aided (Diocese of Rochester)
<i>School type</i>	Primary co-educational with nursery unit
<i>Age range</i>	3 to 11 years
<i>Number on roll</i>	442 pupils (Autumn 2014)
<i>School hours</i>	Nursery 8.45am – 11.45am (September starters) 12.15pm – 3.15pm (January starters) Infants 8.50am – 3.15pm Juniors 8.50am – 3.20pm

Starting School

Visiting arrangements for prospective parents

We hold regular open mornings for prospective parents and children. Please contact the school for further information. We look forward to welcoming you to Bishop Ridley CE Primary School.

Admissions

We admit children into the Nursery at two times during the year. Children whose birthday falls between 1st September and 28th February start in September. Children whose birthday falls between 1st March and 31st August usually start in January. Where there are less than 26 starters for September we will offer places to the next oldest children due to start in January to make up the numbers.

The Local Authority has produced an booklet about the admissions procedures, which can be obtained from the Admissions Team, Directorate of Education and Leisure, Hill View, Hill View Drive, Welling, Kent, DA16 3RY (tel: 020 8303 7777).

Children joining our nursery and reception classes come in for a session towards the end of the term prior to their admission, to meet their new teacher and become familiar with the nursery. At the same time parents meet with the Head Teacher, who outlines school procedures and policies and answers any queries.

Starting School

'Children in the Early Years Foundation Stage play well together. They use a range of resources carefully and listen well to their teachers. They are enthusiastic about their learning, and confident to talk to visitors and share their ideas.'

Ofsted Report

Children start primary school with a variety of experiences and skills. With this in mind we aim to make the transition from home to school as smooth as possible.

In the first week of term you and your child are invited to an interview with your child's new teacher at which you are able to share any particular information you may have and for the teacher to meet you and your child on a one-to-one basis. It is also a valuable opportunity for the teacher to assess your child's attainment on entry to school.

In the second week of term the nursery children start their morning sessions, while children in the reception year come for the morning and go home before lunchtime. In the third week of term they stay for lunch and go home at 1.15pm and in the fourth week they stay all day. Parents of reception children are also invited to attend an Early Years/reading workshop led by the Deputy Head Teacher and the Early Years teaching staff, who explain how the curriculum operates, how we teach reading and how you as parents can help your child at home. We strongly encourage all parents to attend this meeting.

The 'Foundation Stage Profile' is used to assess each child's progress through the Foundation Stage, which is followed by the children in the Nursery and Reception and which is designed to prepare them for the National Curriculum which starts in Year 1. Parents receive a copy of the profile at the end of the reception year.

'The quality of teaching over time is good because teachers have high expectations of pupils. Consequently, pupils are aspirational and want to do well, particularly when their work is more challenging.'

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Our Mission Statement

Bishop Ridley School will diligently promote effective learning and discipline through the support of the school, the family, the Church and the wider community to achieve academic excellence as well as personal, social and spiritual fulfilment within a Christian foundation.

Our Aims

At Bishop Ridley we aim...

- to provide an excellent education for pupils of all abilities and backgrounds in the context of Christian belief;
- to create a Christian ethos built upon the belief in the uniqueness and worth of the individual, based on Christian principles and a respect for other faiths;
- to create a secure and happy family atmosphere, committed to the care of each member of the school community;
- to maintain and develop strong supportive links between school, home, parish, diocese and the wider community;
- to build and nurture our children's confidence, self-esteem, creativity and skills within an inclusive and caring Christian environment.

The RE curriculum and worship have a significant place in the life of our school, nurturing the spiritual, moral, social and cultural development of all our pupils.

Our Core Christian Values

We have identified six core values that are fundamental to the life of our school: trust, forgiveness, thankfulness, compassion, friendship and humility. These values are celebrated and nurtured in all our pupils, to enable them to grow into caring and compassionate individuals.

The Curriculum

Each area of the curriculum is managed by a member of the teaching staff. The National Curriculum subjects are: English (Literacy), Mathematics, Science, RE, ICT, History, Geography, Music, Art and Design, Modern Foreign Languages (MFL), PE and D&T (Design and Technology). We have adopted the diocesan RE (Religious Education) syllabus and teach French.

As a Christian school we place a strong emphasis on the social, emotional, spiritual and cultural education of our pupils. We are committed to involving our pupils fully in all aspects of school life, to reward and celebrate excellence and effort and to recognise achievement and needs. We have a School Council made up of elected pupil representatives, who meet regularly to discuss issues affecting the school.

The Curriculum is thoroughly planned to meet the statutory requirements of the National Curriculum, and all teachers follow these plans when teaching.

'Teachers extend pupils' use of subject vocabulary and skills effectively. [They} are good at asking pupils questions to extend their learning [and] adapt tasks well so that pupils of different abilities make good progress in their learning. Teachers are also good at giving explanations to improve pupils' learning.'

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Early Years Curriculum

Children in the nursery and reception classes follow the Foundation Stage curriculum, which is made up of seven Early Learning Goals: Literacy; Communication and Language; Mathematics; Understanding the World; Personal, Social and Emotional Development; Expressive Arts and Design; and Physical Development. There is also an emphasis on play, which becomes increasingly structured and linked to the Early Learning Goals as the children move through the Foundation Stage, preparing them for the National Curriculum in year 1.

English

Every class has a daily Literacy in which aspects of speaking, listening, reading, writing, grammar, spelling, punctuation and handwriting are covered in increasing depth. Phonics are taught from the nursery onwards, as well as a whole variety of other reading strategies. Improving the quality of writing is a focus throughout the school. We have set up an on-line home reading programme called the Bug Club which encourages independence and confidence.

Mathematics

Every class has a daily Mathematics lesson covering all aspects of Mathematics, namely number, algebra, space, shape, measure and handling data, as well as using and applying Maths (problem solving). Children are encouraged to learn number bonds and times tables, which they are expected to know off by heart by the end of year 4 at the latest.

'At the end of Year 6, pupils' attainment is above average. The most able pupils achieve well by the end of Year 6. These pupils are especially successful in attaining higher levels in mathematics because teachers are adept at providing them with more challenging tasks in lessons.'

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Dahlicious Day

Science

Every year group follows a structured programme in science, covering scientific enquiry, life processes and living things, materials and their properties and physical processes. Children follow an investigative approach to science as far as possible, being encouraged to develop enquiring minds and a methodical approach.

ICT

We have a purpose-built ICT suite, with 30 computers fully networked and linked to the Internet. Each class is timetabled to use the suite, to enable the children to develop their ICT skills and to take full advantage of the latest technology. In addition every classroom is fitted with an interactive whiteboard linked to the main server and the Internet, which teachers use as a valuable teaching and learning resource. We also have a mobile laptop station which can be moved from class to class.

RE

We have adopted the Diocese of Rochester's RE syllabus. It is largely Christian in content and emphasis, although the children also learn about the other major world religions, namely Hinduism, Sikhism, Buddhism, Islam and Judaism. Children not only learn *about* religion but also *from* religion, enabling them to develop as caring and thoughtful human beings.

'Pupils achieve well in a caring Christian environment and are well prepared for the next stage of education. The school is a friendly, welcoming and inclusive place with good relationships which is evidence of its Christian values in practice. The well-being of pupils is taken seriously as befits a Christian school.'

*SIAMS (Statutory Inspection of Anglican & Methodist Schools) Report
2014*

Collective Worship

Aspects of RE are also covered in the daily act of Collective Worship, which is Christian in character and led by members of staff and clergy. Themes for worship include Christian values such as friendship, trust, reverence and wisdom, as well as commemorating the major Christian feasts throughout the year (eg. Harvest, Epiphany, Lent). Children take part in prayers throughout the day (eg. saying 'Grace' before lunch and a prayer to reflect upon the events of the day before they go home). The Vicar of Bishop Ridley Church visits the school regularly to lead assemblies and the children visit the Church at Christmas, Easter and Pentecost and as part of the curriculum. We also invite other individuals and groups to lead worship at various times. Parents have the right to withdraw their children from collective worship and RE and should apply in writing to the Head Teacher for permission to do so.

'RE has a high profile and is well led. Teaching is good and does not shy away from difficult topics. Clear leadership and good management means that the school has developed well in its ten year journey from local authority to church school.'

SIAMS Report

Geography

Our pupils follow a planned curriculum covering geographical enquiry, learning about places and understanding environmental changes and sustainable development. We often hold special enrichment events such as European Day in the summer term, when children learn about various aspects of life and culture in other European countries.

History

In the infant classes history is taught in topics such as 'Toys and Games' and 'Famous People'. In the junior years there are separate topics for each year group: Invaders and Settlers; Ancient Greece; The Second World War; Ancient Egypt; Tudor Times; the Victorians; Tudor Exploration; and the Normans. We hold a 'History Week' every year in the summer term, when the children dress up in the costumes of the period they have been studying and take part in activities and events connected with each period.



Commemorating the centenary of the start of World War I

Art and Design

We place a great emphasis on fostering creativity through Art. Children study the work of established artists and develop their own artistic skills. Visits to galleries and exhibitions enrich the curriculum.

Music

From the earliest years our children are taught to listen to and respond to a variety of musical forms, to enjoy and create sounds using instruments and their voices. We have a highly successful handbell group, choir and brass band, as well as offering lessons in strings, woodwind and brass. Our music groups have played at music festivals, the local hospice, civic ceremonies in Bexley, church services and have also toured other schools in the borough, giving concerts and recitals.

PE

Children follow a programme of physical activity, incorporating dance, games, gymnastics, athletics and outdoor activities. We have close links with Charlton FC, who run coaching sessions after school. Our pupils have successfully represented Charlton FC in competitions against other teams. We also have dance clubs for all ages and Kent Cricket Club runs cricket coaching for our older pupils in the summer. Pupils in the junior classes have swimming lessons at the local baths.

'Sport plays an important role in the school.'

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Design and Technology

Our pupils are taught to develop, plan and communicate their ideas; to work with tools, equipment, materials and components to make a variety of things; and to evaluate what they have designed and made.

French

All classes have regular lessons in French and year 6 pupils go on a residential trip to France, where they get a chance to practise the language (or not).

PSHE and Citizenship

Personal, Social and Health Education (PSHE) begins as soon as the children start school, and includes aspects such as learning to live together, the importance of rules, staying safe and healthy, being responsible members of the community (Citizenship), developing good relationships, respecting differences, as well as a basic sex education programme for our oldest pupils.

'Leaders do not tolerate discrimination of any kind. Parents and carers speak highly of the school and say that staff listen and respond to any concerns about their child's learning.'

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Extra-curricular activities

We provide our pupils with a wide range of out-of-school activities to enrich their education and broaden their interests. These include clubs for football, sewing, cricket, brass, dance, art, choir, history, maths, literacy, handbells, gardening and drama.

'What the school does to support pupils' spiritual, moral, social and cultural development is a strength. Pupils enjoy the range of learning opportunities on offer at the school.'

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Educational Visits

We arrange visits during the school year to support work in various subject areas. Venues include the National Gallery, the British Museum, Greenwich, London Zoo, the Imperial War Museum, Broadstairs, the Museum of Kent Life and the local Environmental Centre at Avery Hill. We also organise a five-day residential trip for our Year 6 pupils; venues have included Normandy, Paris and the Isle of Wight.



Year 6 at the Chateau of Fontainebleau in France

Homework

From the very start we encourage parents to become involved in their children's learning. We have a home-school reading scheme which operates throughout the school. During the course of year 1 pupils start to bring home spellings and number bonds to learn. The amount of homework gradually increases as children move up the school. By the time they are in Key Stage 2 (juniors) children bring home English and Maths regularly, as well as number bonds and times tables to learn, spellings, reading and research connected to their topic work.

At the start of each term we send out detailed topic letters outlining what is being taught that term and give suggestions as to how parents can support this at home, through suggested activities, visits, websites and so on.

Special Educational Needs (SEN)

Those pupils who experience some difficulty with aspects of their learning are often identified as having Special Educational Needs. They may have Individual Education Plans (IEPs) drawn up by their class teacher and the Inclusion Co-ordinator, designed to address these needs within the classroom.

Where the problems are deeper, children receive extra help from our Inclusion Co-ordinator and teaching assistants (eg. with spelling and reading). It may become necessary to involve external agencies (eg. Educational

Psychologist, Assessment Teachers, the Speech and Language Therapist, English Language Support teachers) and, in a few cases, for the pupil to receive a 'Statement' of their educational needs from the Local Authority, which detail the learning difficulties and suggest ways of supporting the pupil.

'Those who have special needs make good progress. Pupils who speak English as an additional language are successful and... do better by the end of Year 6 than similar groups nationally. Those from different minority ethnic groups achieve well.'

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Pupil Premium

The Pupil Premium is funding from central government designed to enable schools to support vulnerable children. We use our premium to provide extra teaching support for such children, as well as funding our Parent Support Adviser and subsidising activities.

English as an Additional Language (EAL)

Where pupils' understanding of English is weak, additional support is provided by the school, with a programme to help them grasp the basics of the English language as quickly as possible and to support them with their class work.

Equal Opportunities

Bishop Ridley operates an Equal Opportunities policy in accordance with Local Authority guidelines, which aims to give all children equal access to learning and equality of opportunity and treatment in all areas of school life.

The Organisation of the School

Up until 2009 we admitted one-and-a-half classes each year, which we organised into mixed age classes. However, for the past five years the school has been over-subscribed and we have become two-form entry, admitting two classes of 30 each in reception. The children in Key Stage 2 are set for Literacy and Maths according to ability and subject specialist teaching also takes place within year groups.

The curriculum is thoroughly planned and teachers use a variety of methods to teach it. The methods used (such as whole class or group teaching) depend very much on the lesson content and on the needs of that particular group of children. Children with special needs usually have work differentiated for them (mostly in Literacy and Mathematics) and the more able pupils are given extension activities and set more challenging tasks where appropriate. Class teachers are supported by a team of Teaching Assistants, who work with small groups and individuals within the class.

Discipline

'The behaviour of pupils is good. In lessons, pupils work well together. Pupils demonstrate good attitudes to one another [and] are eager to become even more successful in their learning.'

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Bishop Ridley CE Primary School has a Code of Conduct, which has been drawn up by staff and children. There are eight clear and all-embracing rules, which we expect all children to know and follow:

*We respect our school and everyone and everything in it
We walk around the school quietly and sensibly
We listen when someone is speaking to us
We always do our best at things we have been asked to do
We consider the safety of ourselves and of others
We try to include others in what we do
We tell the truth
We follow our Code of Conduct.*

We also have agreed procedures for dealing with cases of bullying and other serious misdemeanours.

'Relationships between pupils and their teachers are very positive. There is a strong sense of community that reflects the school's Christian values, which are shared by both pupils and staff.'

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Rewards

Children are rewarded with stickers and stamps. These are awarded for good behaviour, positive attitudes, effort, good work, helpfulness, politeness and so on. When a child has acquired a certain number of stickers or stamps they receive a certificate in our 'Achievements Assembly' (held every Friday) to which parents are invited. Good work is also shown at this assembly, and other successes and achievements are celebrated.

We also have a 'pupil of the week' award in each class who are able to use the 'Club Lounge' at playtimes as a reward. Teachers also choose one particular child every term who has excelled in some way to receive a special termly award.

We encourage the children to take responsibility for their own actions and to treat everyone and everything with respect. Our Golden Rule is to follow Jesus's example and to treat others the way we would want to be treated ourselves. We celebrate achievement and success, but also encourage effort and children to do their best. We stress the positive aspects of behaviour and make clear the unacceptability of anti-social behaviour.

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Sanctions

When a child breaks a school rule they receive warnings, are told off and may miss some or all of their playtime. They may be given work asking them to reflect on their behaviour or some other form of punishment appropriate to the misdemeanour. For serious misconduct they may miss several playtimes or be sent to the Head or Deputy Head Teacher. Where bad behaviour persists, parents are notified and called into school to discuss their child's conduct. A home-school contact book may be set up, providing daily communication between the class teacher and parents. If there is no improvement then external agencies will be called in and, as a last resort, the child will be excluded from school.

'The school's work to keep pupils safe and secure is good. Pupils are adamant they feel safe within the school and that any form of bullying is rare. Pupils say that they get along well together, and that discrimination is not an issue. They say that their teachers are helpful, look after their well-being and give them a secure understanding of how to keep safe.'

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School teams and events

All children are members of one of four teams or houses: Romans (Red), Normans (Blue), Saxons (Yellow) and Vikings (Green). These are led by house captains in Year 6. The teams are used on sports days and other special occasions when the children are able to represent their team.

School Uniform

All children are expected to look smart at all times and to wear our school uniform:

Burgundy sweatshirt or cardigan

Grey or black trousers/skirt

White polo shirt

White or dark socks/tights (not black socks for girls)

Black shoes (no high heels, boots or trainers)

In the summer girls may wear white and pink check dresses and sandals (not open-toed). Girls are also allowed to wear school regulation trousers.

For PE and games children wear:

White t-shirt

Burgundy (or another plain colour) shorts

Black elasticated plimsolls

Track suit (in winter)

(trainers may be worn only for outdoor PE)

The PE kit should be kept in a separate bag. Children also need an art apron - an old shirt will do. The school uniform is available from the Friends of Bishop Ridley School via the school. All items of uniform must be clearly labelled with your child's name.

Jewellery

No jewellery should be worn. Only studs are allowed for ears and a child must be able to take these out or cover with a plaster for PE and games. They must remove studs when swimming. Similarly, the wearing of beads in long hair is

not permitted during PE lessons, in accordance with the Borough's Health and Safety Guidelines.

Personal Belongings

We provide all the necessary stationery equipment such as pencils, pens and rulers. Older children often bring their own writing implements in a pencil case. No other personal belongings (eg. toys) should be brought to school unless specifically requested by the teacher.

The School Day

Nursery

The morning session starts at 8.45am and finishes at 11.45am. The afternoon session starts at 12.15pm and finishes at 3.15pm. When the doors open parents bring their children into the nursery, where they are met by the nursery staff. The children are collected from the same place. No child is allowed to leave with an unauthorised adult.

Infants

School starts at 8.50am. Children wait with their parents in the front waiting area until the doors are opened at 8.45am, when they line up and go to their classrooms. All children must be in class by 8.50am. School finishes at 3.15pm, when the children leave by the doors at the front of the building. They will only be allowed to go with an authorised adult.

Juniors

School starts at 8.50am. Children wait in the junior playground from 8.40am until the doors open at 8.45am, when they line up and go to their classrooms. All children should be in class by 8.50am. School finishes at 3.20pm, when the children leave by the doors at the front of the building to be collected or to go home by themselves.

Children arriving after 8.50am must report to the office where they will be signed in as late.

Mid-morning break

Infant children are able to bring in a healthy drink of their own to have at the mid-morning break (nothing fizzy). This should be in a carton, plastic bottle or flask, not in a glass bottle. Water is available from the drinking fountains around the school. Infant children are provided with a piece of fruit at mid-morning break (as part of a Government-funded scheme). Junior children are also encouraged to bring in fruit to eat at break time.

Water bottles

All children are allowed to bring in a water bottle (the sports type, which will not spill) to keep in their classroom and refill when necessary. They have access to these during class time, to prevent dehydration and to aid concentration (in theory).

Lunchtimes

Children can either have a hot meal or bring a packed lunch. Water is available, although children may bring in their own drink in a suitable container (nothing fizzy). The midday supervisors encourage the children to eat their lunch; if there is a problem with your child not eating properly then we

will inform you. The only foodstuff not allowed are nuts, as several children have serious allergies. We strongly discourage sweets and try to encourage healthy eating.

In September 2014 the Government introduced the Universal Free School Meals scheme to provide all infant-aged children with a free midday meal. Children in the Junior year groups are still required to pay for their meals, unless they are entitled to free school meals (FSM). Meals are paid for on Mondays. Children can change from packed lunch to school meals (or vice versa) at the half term or end of term break. If your child is late and requires a school meal then the office must be informed by 10am, when the meals have to be ordered.

Pupil Health and Welfare

'Leaders promote equality of opportunity well. Support for all groups is effective. Attendance is high. The overwhelming majority of parents and carers were of the view that their children are happy and feel safe at school.'

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Medicines

The school cannot routinely administer antibiotics or any other medicines. If your child needs these then you or a named representative must come into school and administer the medication. We supervise the use of asthma inhalers or other medication which a child may need for a diagnosed permanent medical condition. In this case a medical plan is drawn up with the School Nurse.

All medication (including inhalers and epipens) must be clearly labelled with your child's name and accompanied by a letter explaining their use and dosage. Parents are responsible for checking to see if the medication needs replacing. Inhalers for infant children are kept in the office; those of junior children are kept in their classroom. All other medication is kept in the school office. Staff receive regular training by the School Nurse on administering medication.

First Aid

We always have staff on site qualified to administer First Aid. All accidents are recorded and bumped heads will come home with a note. If a child is injured or unwell they normally stay at the first aid station or are sent to the school office. If we think they are unfit for school then we will contact you or a named representative and ask you to come and collect them as soon as possible. If your child has been physically sick, please keep them off school for at least 24 hours to ensure a full recovery.

Emergency Contact with Parents

The school office keeps a record of home telephone numbers and other emergency contact numbers in case we need to get in touch with parents urgently. Please make sure you keep us informed of any changes. We also use ParentMail, where we can send you text messages and emails.

The School Nurse, EWO and Parent Support Adviser

We have a visiting School Nurse who is always willing to help and advise on any problems you may have regarding your child's health and development. She organises medical examinations and draws up medical plans for individual children. The Education Welfare Officer (EWO) visits the school regularly to check on attendance and punctuality. We also have a Parent Support Adviser who is able to offer support and advice to families experiencing difficulties.

School Security

All external doors cannot be opened from the outside. Visitors and parents must report to the school office to sign in if visiting during the school day. Latecomers should also report to the office to be signed in and not try to get in by one of the other doors. Staff are instructed to approach and challenge any unauthorised person on site. For security reasons all visitors to the school must sign in and out and wear an identity badge. The whole school is protected by CCTV, with video cameras in operation 24 hours a day.

Smoking

All visitors are requested not to smoke anywhere on the school site (including outside) as we operate a strict no-smoking policy.

Road Safety

We have occasional visits by members of the Road Safety team, who talk to the children about all aspects of road safety. We hope that parents will encourage their children to walk to and from school in safety, using the designated footpaths and crossing points. We ask parents not to park on the zigzag lines outside the school or across residents' driveways, and not to drive onto the school site without authorisation.

Absences

If your child is absent from school please notify the school by 'phone or in person on the first day of absence. The absence should be confirmed by letter when your child returns to school, detailing the exact nature of the illness. This will be recorded as an 'authorised absence'. Holidays taken during term time are not authorised. A record of all unauthorised absences is included in the end of year report, as well as being published in the school prospectus. The EWO visits the school regularly to monitor attendance and to follow up any persistent or regular absences.

Registration

All children should be in school by 8.50am, except the nursery children, who start at 8.45am (or 12.15pm for the afternoon session). Children arriving after this time should report to the office, where they will be marked in as late. We encourage the children to be on time for school as the first part of the morning is an extremely important part of the day, getting the children settled and introducing work.

Parents and the School

'Parents and carers speak very highly about the school and say they value the personal care and attention that their children receive.' *Ofsted*

Parent helpers

Many parents and relatives come into school regularly to help with activities such as reading and swimming. Please contact your child's teacher if you are able to offer your time or talents on a regular basis. Such help is always greatly appreciated by both staff and children. All adult helpers are DBS checked.

Open Evenings and Reports

An open evening is held in November for you to meet your child's class teacher and briefly discuss their progress. A summary progress report is sent to parents in January. A longer session is held in March, when you are able to see your child's work and discuss their progress in detail with their teacher. End of year reports are issued in July and parents are able to come in informally to discuss any issues raised by them. If you have any concerns or queries in the meantime, please make an appointment to see your child's teacher in the first instance. Appointments with the Head Teacher, Deputy Head Teacher or Inclusion Co-ordinator may be made via the school office.

The Friends of Bishop Ridley School Association

All parents are automatically members of the Friends of Bishop Ridley School Association. Many fund-raising events are organised throughout the year by the Committee of Friends, who are always looking for new members. Events include discos, inflatable days, the Christmas Fair, pamper evenings, craft fairs and quiz nights. Money raised goes towards paying for 'extras' at school, such as ICT equipment, subsidising school trips, playground equipment and books for the library.

Charging and Remission Policy

Where an activity takes place during school time and costs money, parents are asked to make a contribution towards the cost. We may have to cancel the activity if we cannot cover the cost. We also ask parents for a nominal payment of £5 to cover the cost of lost or damaged books.

Adverse Weather Conditions – Emergency School Procedures

In the event of adverse weather conditions preventing the school from opening, a notice giving information will be displayed at the school gate in Northumberland Avenue and in the front playground. A message to this effect will also be put on the school voicemail, sent out on ParentMail and on www.bexley.gov.uk and www.bishopridleyschool.org.uk.

Complaints Procedure

Complaints under Section 23 of the Education Reform Act of 1988 relating to the Curriculum and Religious Worship should be made initially to the Head Teacher in writing. A copy of the complaints procedure is available from the office for a nominal charge.

Community Links

As a Voluntary Aided Church of England school we have close ties with our local church, Bishop Ridley, on The Green. Services are held at the Church at various times of the year (eg. at Christmas, Easter and Pentecost) and classes visit the church to support the RE curriculum and take part in services.

Bishop Ridley School has very close links with local groups and secondary schools, as well as the Police and Pupil Health and Welfare Services. We work with Bexley Grammar School and Harris Academy to provide enrichment activities for our older pupils (eg. in science, Spanish, ceramics, basketball, poetry, technology and music).

The Governing Body

The Governing Body of Bishop Ridley CE Primary School is made up of two elected parent governors, three elected staff governors, one LA appointed governor and nine Foundation Governors (including four parents) appointed by the Church. The full Governing Body and its committees meet regularly to oversee the running of the school and to play an active role in its development. A list of Governors is available from the school office.

'Governors have an accurate view of the school. They check its performance closely, and support senior leaders effectively in further improving pupils' achievement. They manage the school's finances effectively.'

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Unless otherwise stated, the information given in this brochure relates to the school year 2014/15. Every effort has been made to ensure that the information was correct at the time of publication (Autumn 2014).

In conclusion, we hope that you have found this prospectus informative and helpful. If you have any queries please do not hesitate to contact the school, where the office staff will be only too pleased to help you. We look forward to welcoming you and your child to Bishop Ridley Church of England Primary School.

Steven Hall
Head Teacher

