

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bridge and Patrixbourne Church of England VC Primary School

Vision

We provide opportunities for everyone to flourish and grow within the love of God. Guided by the teachings of Jesus, we cultivate creativity, excellence and resilience, inspiring pupils and staff to develop their unique gifts and become the best versions of themselves. We aim to equip our diverse community to make a positive difference in the world.

‘I am the vine, you are the branches. If you abide in me and I in you, you will bear much fruit.’ John 15:5

Bridge and Patrixbourne Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The Christian vision is driven by leaders who know their school well. Consequently, deeply embedded mutual trust empowers others, enabling pupils and adults to flourish.
- The curriculum, crafted around the needs of individuals, helps pupils to develop their unique gifts both now and for the future.
- Leadership is strong and nurturing. The wellbeing of the whole school community is a priority to both the leaders and governors of the school.
- Religious Education (RE) has a high profile in the school and is expertly led. It provides a safe space for pupils to explore beliefs and express their understanding of people and faith.
- A strong and effective partnership with the local church is evident. This relationship, rooted in the vision of growing together within the love of God, enriches the work of the school.

Development Points

- Deepen spiritual development opportunities so that pupils understand the influence of our relationships with others and the world around us.
- Enable pupils and adults to make stronger connections between the experience of collective worship and the wider life of the school. This is to enable the learning from worship to impact their everyday lives.
- Through the curriculum, strengthen possibilities for pupils to actively engage in challenging injustice and taking more responsibility. Therefore, enhancing their personal sense of duty towards others.



Inspection Findings

IQ1: Vision and Leadership

A distinctive Christian vision is established at the heart of the school. This reflects the rural context and high aspirations for all to become the best versions of themselves. The carefully chosen Bible verse with the vine growing and reaching out is frequently referred to by adults and pupils. This supports their desire to live and grow together as a Christian community. The governors are mindful of the vision, seeing the roots of the vine as the essential foundations the school provides. Leaders and governors use the vision as a guiding framework for decision making. It has strengthened their resolve when faced with difficult choices, ensuring they remain focussed on opportunities for everyone to flourish. For example, the introduction of the outdoor play and learning initiative (OPAL) and Forest School. Pupils experience playing with different year groups and engaging with nature.

IQ2: Vision and Curriculum

The school's vision is integral to shaping a broad and inclusive curriculum that supports the holistic development of pupils. This approach nurtures confident, reflective, and compassionate individuals who know that they have unique gifts to offer the world. Pupils considered vulnerable are a particular focus, the Christian vision inspires tailored support and compassionate interventions enabling them to thrive. Leaders ensure the curriculum provides rich growth opportunities and learning experiences. This allows pupils to succeed both academically and personally. Learning is enhanced through the use of visitors, school visits and an impressive wealth of extra-curricular activities. As a result, pupils enjoy their learning, building on their creativity and resilience. Some aspects of the curriculum support the spiritual flourishing of pupils. However, this is limited therefore hindering greater spiritual development.

IQ3: Worship and Spirituality

Leaders give collective worship priority by having it at the start of the day. It is a valued and special time where all are invited to participate. Staff and pupils welcome the opportunity of coming together as one community to reflect and experience calm. One pupil described it as 'a peaceful, happy and safe time.' The music at the beginning 'You are the vine, we are the branches' holds the vision at the forefront of worship. It is well-planned with thoughtful strategies, including age-appropriate questions to ensure that it is accessible for different age groups. Worship is inclusive with wobble cushions or fidget toys used to support as needed. Pupils recognise this and state that 'everyone feels comfortable'. They appreciate that worship is for everyone whether they have faith or not. One pupil described how worship helps them understand their Christian friend. However, pupils have difficulty making connections between biblical messages shared in worship and the wider life of the school. This reduces opportunities for them to develop spiritually. The strong partnership with the church and regular involvement of local clergy enhances the worship life of the school. In addition, coming together in church at Harvest and Christmas are cherished times for pupils and adults. This promotes a deeper understanding of the major Christian festivals and church seasons, and fosters a strong sense of togetherness.

IQ4: Church School Ethos and Culture

Pupil and staff welfare is a priority for leaders at Bridge and Patrixbourne. The leadership team are approachable and supportive, helping staff feel valued, promoting their mental health and overall wellbeing. There is a strong emphasis on maintaining a healthy work-life balance. Through a sense of being appreciated, compassionate leaders create a culture where staff thrive and enjoy working at the school. The clear and consistent approach to behaviour management overwhelmingly emphasises positive relationships and reinforces high expectations. This contributes to a caring and purposeful environment in which pupils actively seek opportunities to help and encourage others. When problems arise, pupils know that they can share them with adults. Pupils feel confident their voices will be heard and listened to. This helps them to feel safe and secure. One of the school's core aims is to intentionally explore diversity and difference. This leads to individuals being celebrated for who they are.



Pupils talk about teachers giving them time and encouragement to help each other. One pupil shared their positive experience of starting at the school 'I speak another language, but I wasn't made to feel different'. Parents and carers are effectively cared for, especially in difficult times. They talk of the excellent support they and their children have received from the whole school team.

IQ5: Justice and Responsibility

Partnerships with the community through the church are important to the school and are enabling strong relationships to develop. Pupils sing in the local care home, assist at the senior citizen tea party and post handmade Christmas cards around the village. This is cultivating their responsibility towards others. Meaningful opportunities for pupils to actively engage in responding to injustice in their community and the wider world are developing. This aligns with plans to inspire pupils as agents of change. There are pockets of action. For example, in Years 3 and 5 pupils have been inspired to take action when learning about orangutans and rivers. Pupils are presented with numerous chances to take on leadership roles. This responsibility has then led them to start appreciating the impact they can have on the lives of others.

IQ6: Religious Education

The dedicated subject lead ensures that curriculum planning in RE is highly effective, giving pupils rich learning experiences in the subject. It is well-sequenced, relevant and diverse. Pupils appreciate the opportunities they have in studying a wide range of religions and worldviews. They comment 'the more religions I learn about the kinder I am to different people'. Pupils share their experience of faith and act as experts in the classroom. They are supported to ask questions and know that their viewpoint is respected by others. A pupil explained 'learning about Christianity helps me see my view and that sometimes it's a bit different.' Visits to places of worship are valued by staff and pupils so learning comes to life and has context. Adults of various faiths, including parents and carers, serve as valuable resources with their in-depth knowledge and experiences.

Information

Address	Conyngham Lane, Bridge, Kent CT4 5JX		
Date	22 September 2025	URN	118654
Type of school	Voluntary controlled	No. of pupils	419
Diocese	Canterbury		
Headteacher	James Tibbles		
Chair of Governors	Peter Hellman		
Inspector	Sara Williamson		