



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bridge and Patrixbourne Church of England Voluntary Controlled Primary School

Conyngham Lane, Bridge, Canterbury, Kent CT4 5JX

Current SIAMS inspection grade

Outstanding

Diocese

Canterbury

Previous SIAMS inspection grade

Outstanding

Local authority

Kent

Dates of inspection

03 October 2017

Date of last inspection

04 October 2012

Type of school and unique reference number

118654

Headteacher

Renuka Chinnadurai

Inspector's name and number

Elizabeth Pettersen 557

School context

Bridge and Patrixbourne is a larger than average two form entry voluntary controlled primary school with 413 pupils on role. It is a high achieving school with many pupils attaining above the national standard in the end of Key Stage assessments. Pupils receiving pupil premium funding is below the national average. Most pupils are White British. Attendance is above the national average. The school was graded as 'good' by Ofsted in June 2014 with an 'outstanding' judgement for behaviour and safety of pupils.

The distinctiveness and effectiveness of Bridge and Patrixbourne as a Church of England school are outstanding

- Christian values of wisdom, trust, forgiveness, thankfulness, friendship and compassion are firmly embedded in the daily life of the school. This impacts positively on respectful, caring and kindly relationships between all members of the school community.
- The school provides a wide range of opportunities for pupils to develop their spirituality that includes the development of thinking skills, a variety of trips, music and art work as well as charitable giving. This contributes significantly to a happy and purposeful learning environment.
- Inspirational collective worship enables all pupils to take part and **explicitly supports pupils' religious, spiritual and moral development**. This, in turn, motivates pupils to write their own prayers that reflect a depth of spirituality.

Areas to improve

- Embed regular and rigorous monitoring of worship by a range of stakeholders so that its impact on school life develops effectively.
- Articulate clearly the impact of the school's Christian values on pupils and on the whole life of the school in self-evaluation documentation.

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

The daily life of Bridge and Patricxbourne school is firmly embedded in the Christian values of wisdom, trust, forgiveness, thankfulness, friendship and compassion. The high quality and caring relationships between adults and pupils and between pupils is characterised by mutual respect and the highest standards of behaviour throughout the school day. Each individual is nurtured as a unique child of God. This is demonstrated in pupils' resilience in learning. They set themselves clear targets through a scheme known as the 'Learning zone'. Different programmes in school such as 'Relax kids', to support emotional needs, ensure that the requirements of all children are met effectively. The values of trust and friendship underpin the success of a weekly challenge time. This has resulted in pupils working creatively and collaboratively very well. Ideas explored have included, "Where can we see our Christian values in school?" Learning is enhanced by a range of inspiring learning activities such as, 'Take one picture'. This enables pupils to look carefully at a painting and pose a range of big questions about its content. Such questions underpin learning in all areas of the curriculum as well as in religious education (RE). As a result, pupils exemplify high level thinking skills in dialogue and in their written work. The learning environment is enriched with colourful, relevant and appropriate displays to support and celebrate achievements as well as the school's values. Each class has its own reflection corner with a prayer box. This ensures that prayer, which enhances spiritual development, is a central part of the lives of the pupils. There are some areas designated as quiet areas in the school grounds, but the opportunities for a specific outdoor spiritual area are currently underdeveloped. Values are reinforced throughout the day with pupils able to talk about them with great confidence. They have a secure knowledge of Bible stories linked to each value and can articulate the skills that they need to embrace each one. Parents and pupils talk about the school being a family where all children work and play together very successfully. Playground buddies and problem solvers support all pupils on the playground thus ensuring that friendship, forgiveness and compassion are exhibited to a high level each day. The school's value of trust is clearly demonstrated in the way that pupils feel very safe and secure within the school. They are confident that adults will assist them in learning or with emotional problems if required. As a result, attendance is above the national averages. Parents highly commend the school's open door policy, recognising that they can readily seek kindly help from adults in the school. They also note the impact of the value of compassion on their children's lives in their great willingness to raise funds for charity. In recent months, funds have been raised for a charity for the homeless, for example. This was inspired and organised by the pupils themselves. Pupils have been enthused to raise funds for Destiny Africa in Uganda which has helped them to understand the needs of those less fortunate in the global context. Parents have also formed a prayer group with members from the local church to pray for the school regularly which supports the development of Bridge as a church school.

The teaching of RE contributes well to the Christian character of the school with lessons being inspiring and imaginative. There are a wide range of opportunities for learning both as individuals and groups through drama, art work or collaborative discussion for example. In turn, pupils learn exceptionally well and say that they are excited by RE because it is interesting. They are enthused by the variety of tasks that keep them engaged. RE successfully provides a range of opportunities for pupils to explore the importance of religious belief and practice in the world today. They have a very good understanding of Christianity and of other faiths such as Sikhism and Judaism. Learning has been enriched by visits to local churches as well as to a gurdwara. As a result, pupils are developing an understanding of respect for difference and diversity in God's world.

The impact of collective worship on the school community is outstanding

Collective worship is central to the school day. It is seen as an important time when the school community comes together to reflect and to think. Pupils are enthusiastic about worship considering it to inspire them to embrace the school values throughout the day. Pupils enter the hall in a calm and expectant manner. They are fully involved throughout the worship, thus meeting a development point from the previous denominational inspection. Pupils manage the computer, say the opening and closing words, light a candle and take part in role play or specific activities linked to the theme. Skilful questioning by the worship leader on the day of the inspection included all pupils. Responses demonstrated an outstanding level of spiritual understanding. For example, when asked to explain the meaning of Psalm 23 and how the Lord is my shepherd, one pupil said that, 'they don't need anything else as they have God to guide them'. This is further reflected in the class prayer books. Pupils have written their own prayers which show exceptional levels of spirituality in all age groups. Pupils say prayers to the 'Father of light and wisdom'. They seek God's help to be 'the best we can be', to be 'kind to new people in our school' and asking for encouragement 'when the studies are difficult', for example. Pupils say a special school prayer and the Lord's prayer regularly. Music enriches the worship to a high level. This may be a piano played by a pupil on entry to the hall or the enthusiastic singing of hymns. Pupils are developing a sense of Anglican practice through the lighting of a candle to represent Jesus as the light of the world and coloured cloths to represent the church year. Worship also takes place in the classroom or as separately for Key Stage 1 and Key Stage 2. This smaller group setting allows pupils the

space to express and share their own ideas with great confidence. It also allows a wide range of staff to lead worship. They do this with assurance following support and training from the worship leader. Display in classroom reflection areas is often augmented by pupil ideas linked to the class worship themes. This demonstrates a deep understanding of the topic. Christian festivals are celebrated with harvest, Christmas and Easter being held in the local church. Pupils' understanding of the Trinity is developed in RE and worship, with pupils showing an age appropriate understanding. At present, the limited range of worship monitoring activities limits the opportunities to record pupil enjoyment in worship and their exceptional spiritual development. The local clergy and the lay reader are welcome visitors to school worship and help deepen pupil knowledge and understanding of Bible stories. Parents have welcomed the chances to join the Key Stage worship this term, enjoying being able to share this time of the day with the pupils.

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

The headteacher, supported by the deputy head, provides a strong Christian vision for Bridge and Patricxbourne as a church school. This is shared by governors, senior leaders and staff. Staff nurture the development of each individual so that all pupils make secure progress and attainment is above national average. The headteacher models Christian care for her community and, as a result, staff feel highly valued. In turn, they support each other effectively whether professionally or personally, thus demonstrating the Christian values amongst themselves. The school has shown a commitment to developing leadership, with several staff taking part in programmes for middle and senior leaders. RE leadership has been fostered by staff sharing the role with the headteacher and by attending training within the Diocese. Several staff are taking part in the 'Understanding Christianity' course run by the Diocese so that the school will be fully prepared to introduce this programme into RE. Governors challenge and support the work of the school well. Although all stakeholders have been included in the self-evaluation process, the documentation does not fully reflect the impact of the values on the life of the school. Senior leaders know their school well and have clear plans in place to continue to develop the school as a church school. The school works very effectively with parents to help them support their children's learning. The school plays a key part in the wider community. The pupils regularly visit the nursing home next to the school demonstrating love and kindness in talking to residents and singing for them. The school has also participated in church activities such as the flower festival signifying their support and involvement in the local community. RE and worship meet statutory requirements.

SIAMS report October 2017 Bridge and Patricxbourne Church of England Voluntary Controlled Primary School, Bridge, Canterbury, Kent CT4 5JX

