

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bishop Ridley Church of England Primary School

Address	Northumberland Avenue, Welling, DA16 2QE		
Date of inspection	22 March 2019	Status of school	Voluntary Aided
Diocese	Rochester	URN	134780

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Good

School context

Bishop Ridley is a primary school with 444 pupils on roll. The majority of pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages.

The school's Christian vision

'One community, learning and growing together, sharing the love of God.' We believe that every member of our community has the potential to grow and flourish in their learning, relationships and personal growth, just like the mustard seed in Jesus' parable. We share God's love through the way we conduct ourselves, learning from Jesus' teachings and the life of Bishop Ridley.

Key findings

- The school has launched its new and distinctive Christian vision that is clearly underpinned by Christian theology and has a solid biblical base. Already, this has demonstrably impacted on many areas of school life and is shaping the direction of the school.
- Strong Christian leadership from the headteacher and leaders is ensuring that the vision impacts positively on the school community. However, systems are not in place for evaluating the impact of the vision upon all areas of school life.
- Pupils understand the importance of the school's vision and values, and its relevance to their daily lives. This is impacting positively on the whole school community living well together.
- Pupil involvement in leading, monitoring and evaluating worship is exemplary. Partnerships with the local parish are well established, and the incumbent's role in supporting staff and pupils, and in developing the spiritual life of the school community is a significant strength.

Areas for development

- Ensure that governor processes for monitoring and evaluating the impact of the school's vision are embedded in the school review procedures, so that the vision enables the school community to flourish as fully as possible.
- Develop partnerships with other Church of England schools in order to enhance provision in religious education (RE), particularly with regard to stretching the more able through the use of questioning and assessment strategies.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?
Inspection findings

The new school vision was launched successfully this year. The vision and theology are clearly articulated by leaders. The vision's theology is sound, and it visibly sets out what it means to be an inclusive Church of England school. Many stakeholders were involved in its development, which means that the vision reflects their context and that the school community owns its vision. Stakeholders understand the importance of this Christian vision. Therefore, it has significantly impacted, at this early stage, on the school community. The vision is at the heart of decision making in the school. The school is very well led by the headteacher and senior leaders. They see that the vision is pivotal in developing the school as 'one community' so that all, but especially the pupils, are enabled to flourish. Leaders utilise diocesan support, particularly by attending training. Policies do not show how they are underpinned by the new school vision, but plans are in place for their review to show how the vision will impact upon all aspects of provision. The school has robust self-evaluation and has good development plans in place to secure better outcomes for all pupils. Therefore, attainment and progress are good and are broadly in line with national averages. However, systems for reviewing and evaluating the ongoing impact of the new vision are not in place.

The curriculum aptly plans for character and moral development and pupil achievements in these areas are celebrated in worship each Friday. During this worship, class teachers announce how specific pupils have lived out the school's vision and values in an exemplary way during that week. The pupil then formally receives a certificate from the headteacher. This affirms and supports pupils to live out core Christian's values and therefore hones the character of a Bishop Ridley pupil. Pupils are outward looking and are concerned about the welfare of others. They can explain why they think it is right to help others. Pupils think it is important 'to share what we have' and want to 'make things fair'. The school council is active in deciding which charities to support. Pupils 'think hard about' how they can 'share what we have with the less privileged'. They fundraise for a range of causes such as food banks and with the local church 'Ridley bear' appeal for emergency services. As a result of the vision and ethos, there is a strong sense among the pupils and staff to treat others with dignity and respect. They place great significance on living out their school vision and values both in school and out. Pupils are pleased with the difference they are making to the lives of others, particularly the two children they are sponsoring through Action Aid. In this way, they are developing an understanding of courageous advocacy.

Pupils and staff focus on growth mind-set, using the national initiative of 'five ways to well-being: give, connect, keep active, keep learning, be mindful.' Staff see this as nurturing their holistic vision of being 'one community' and enabling 'learning and growing together'. The school takes part in the daily mile challenge to 'keep active'. To mark a birthday, pupils wear their own clothes (and donate a pound to the school council) and they donate a book to the library to share their learning. Provision for disadvantaged pupils is given priority and, as a result, they receive specialist teaching and support during the school week.

The curriculum is broad and balanced. Subjects are taught thematically through the 'cornerstones curriculum' model, apart from RE and maths which are taught discretely. The vision is impacting on a range of areas within the curriculum, for example throughout the year pupils have related their Christian vision and values to characters from stories such as 'Rapunzel' and 'Jack and the beanstalk'. This, in turn, is developing pupils' reflective thinking skills. Pupils are aware of the importance of beliefs and values and can see how these impact upon people (both fictional and real) and on their moral development. A Year two pupil said the 'giant didn't have our values because he was greedy and didn't share.' As a result of the school's lived ethos and values, pupils are thoughtful and well behaved. As a Year one pupil remarked, 'when I was arguing with my friend, I said: stop, we have to be kind because it's our Christian value.' Adults and pupils treat each other with dignity and respect. Parents say that their children are well cared for. Staff speak of the value of being 'one community' in the school, they support each other and avail themselves of the incumbent's care in times of difficulty.

A range of opportunities are provided that enable spiritual development in school, for example, daily prayers and whole school collective worship which includes times of stillness and reflection. Pupils and staff enthusiastically join in singing contemporary hymns and are engaged well by collective worship. Policy, planning and review is highly effective. Statutory requirements are more than effectively met. The 'leading lights' pupil group is instrumental in

leading and evaluating worship very effectively. They feel responsible for and are proud of the role they play. They are listened to and their ideas are improving opportunities for pupils' spiritual development. For example, they have launched a 'prayer table' competition, for the best prayer space in each classroom, where they set the criteria and will be the judges. The leading lights group reviews worship and ensures that leaders follow good practice and school tradition, for example lighting the Trinity candles and saying the vision and set prayers. The leading lights group have learnt from and share their strong practice with other Church of England schools. Additionally, robust partnerships with the local church, particularly through the relationship with the vicar, enable both adults and pupils to live out their school vision.

The RE leader has put in place systems for assessment based on the 'Understanding Christianity' resources and outcomes. These enable teachers to track pupil progress and attainment in RE. The school is looking to refine these further in relation to the assessment of other world faiths. RE policy and provision is reflective of the aims of the Church of England's 'Statement of Entitlement'. Pupils have good religious literacy and engage with religious texts and concepts through a range of age appropriate activities such as drama and creative play. RE lessons provide pupils with a safe space to explore diverse beliefs and ideas and pupils have meaningful discussion about theological concepts, such as creation and salvation. However, effective use of questioning to stretch and challenge pupils, particularly the most able, is not consistent across RE classes.



The effectiveness of RE is Good

RE teaching and learning are graded as good through the school's monitoring process and this was verified at the inspection. As a result, the majority of pupils make expected progress in RE, and pupil attainment is generally in line with their progress across the curriculum. However, not all pupils working at greater depth in other curriculum areas are assessed as working at greater depth in RE. Pupils' written work in RE is of a high standard, and extended writing in RE is used for school literacy assessments. RE assessment tasks and strategies do not always enable pupils to demonstrate skills in critical thinking and evaluation.

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