

National Society Statutory Inspection of Anglican Schools Report

Bridge and Patrixbourne Church of England Voluntary Controlled Primary School

Conyngham Lane,
Bridge,
Canterbury,
Kent,
CT4 5JX

Diocese: Canterbury

Local authority: Kent

Dates of inspection: 4th October 2012

Date of last inspection: 3rd and 7th October 2008

School's unique reference number: 118654

Chair of Governors: Christine Ash

Headteacher: Renuka Chinnadurai

Inspector's name and number: Anne-Marie Trustram 635

School context

Bridge and Patrixbourne is a large two-form entry primary school with 397 pupils on roll. It is a high achieving school with a significant number of pupils reaching standards above the national average at the end of Key Stage 2. OfSTED judged the school to be 'good' in July 2008 with areas of outstanding practice. It has since received an online data check from OfSTED. There were no key issues.

The distinctiveness and effectiveness of Bridge and Patrixbourne Church of England Primary School as a Church of England school is outstanding.

Bridge and Patrixbourne Church of England Primary School is an outstanding church school. It provides a Christian environment where pupils engage in reflective learning and confidently celebrate their achievements.

Established strengths

- The strong and supportive ethos which is based upon the Christian values of love, forgiveness, reconciliation, respect and trust.
- The strength of support between the school, the church and the local community.
- The way in which collective worship makes an effective contribution to the Christian ethos of the school.
- The Christian leadership of the head teacher and the senior leadership team.

Focus for development

- To make a stronger declaration of the school's Christian values on the new website.
- To provide opportunities for pupils to plan and lead collective worship.

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

Christian values underpin the daily life of Bridge and Patrixbourne Church of England Primary School. Every pupil is valued and nurtured as a unique child of God. Consequently behaviour is outstanding. The school's values of love, forgiveness, reconciliation, respect and trust are revisited on an annual basis and reinforced through the school plan, the school prospectus and school policies. With the launch of the school's new website there is now further opportunity to promote these values to the wider community. There is an excellent partnership with the local parish church and the community. The incumbent, the curate and the lay reader have a very strong

presence in the school with their weekly visits to lead collective worship. Their involvement with the school impacts on both church and school life. As a result of their commitment to the school, Sunday worship is well supported by families at the main festivals and family services. Prayers are said by pupils at the end of the day, and all classes boldly display the Lord's prayer both in class and in the main circulation areas. Each class has a reflection area which is available to pupils for use in quiet moments. Pupil voice is a powerful tool in the school and through regular meetings of the school council, pupils are able to make effective contributions with suggestions for school trips as well as fund raising ideas. Pupils enjoy RE and the subject makes a positive contribution to pupils' spiritual, moral, social and cultural development. They speak enthusiastically about the opportunities to learn about the Christian faith as well as gaining knowledge and understanding of other religions. As one pupil said, 'We can understand friends who may have a different religion.'

The impact of collective worship on the school community is outstanding.

Collective worship is integral to the daily life of the school. Pupils enter the hall in a respectful manner. Music is played at the end, and as they leave, pupils are invited to sing worship songs. They enjoy worship and are actively engaged through interactive questioning and visual prompts. However, they would like the opportunity to be more involved in leading worship. A candle is lit to mark the start of worship followed by the worship leader saying, "Jesus said, 'I am the Light of the World'", and the pupils reply with their own biblical response. Prayers are read by pupils at the end of worship and at the end of the school day. Singing is vibrant and clearly enjoyed by pupils. Pupils respond to worship by saying, 'Prayer can be a time to ask God to forgive your sins.' Pupils often initiate fund raising events as a response to acts of worship. For example, they are involved in raising funds for the Kampala Children's Centre with direct links to the school through an annual summer visit by a class teacher. The school has taken this charity to its heart by inviting some of the orphan children to stay in their homes. Involvement in this charity profoundly affects the pupils of the school. They demonstrate a deep desire to increase the life chances of those less fortunate than themselves. Pupils are familiar with a wide variety of worship, including informal worship sessions in school. Services in church follow the Anglican tradition, in contrast to the informal worship in school. Pupils are familiar with a range of both Anglican and ecumenical traditions. These include Pentecostal and the Salvation Army. Through worship, pupils are clearly affirmed by God's love. As one pupil said, 'God is there for you. He cares about you and he doesn't forget you.'

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

All stakeholders are engaged in revisiting the school's values on an annual basis. The symbiotic partnership between the church and the community creates a welcoming Christian ethos which affirms the school, the village and the church as 'one community'. The church actively promotes this partnership, for example by inviting the community to the 'Back to Church Sunday' service in the school hall, followed by a Harvest lunch. The school benefits from excellent leadership by the headteacher, deputy headteacher and governors. Consequently pupils' academic progress, as well as their spiritual development, is nurtured from all angles. The headteacher supports the diocese by sharing the school's good practice in an advisory capacity with neighbouring Church schools. Governors and staff have been involved in the self-evaluation process which has led the school to continue its cycle of improvement. The school leadership 'breathes' a culture of reflection. Consequently pupils speak confidently about times when they feel uncertain or confused. They say, 'They (the teachers) give us reassurance when we ask questions when we don't understand.' The governors are aware of the importance of succession planning. At interview all candidates are informed of the school's Christian vision and are asked about their commitment to upholding its Christian values. The previous inspection recommended a wider involvement of all stakeholders in the formal evaluation of collective worship. This has now been addressed through interviews with the school council and staff meetings.