

# Bridstow CE Primary School

Dear Parents and Carers

Please find the National Society Inspection of Anglican Schools Report of 19<sup>th</sup> September 2012 for Bridstow CE Primary School attached.

There is much that is very positive in this report.

Comments such as the following are used to support the overall judgement of 'good':

' ... every child is cared for.'

'The children are well looked after by a dedicated team of staff and relationships are very good.'

' ... the school embraces all pupils...'

There would however, be little value in an inspection that did not make suggestions for further improvement, and so the areas of developing self-evaluation in RE and the Christian aspects of the school, more formal opportunities for children to lead worship and initiatives in school and extending our already intensive marking policy will form an appropriate part of the school improvement plan for 2012/2013 and beyond.

If anyone would like to query any part of the report findings, then please contact me at school.

Yours sincerely

Paul Sockett  
Head Teacher

11<sup>th</sup> October 2012

## National Society Statutory Inspection of Anglican Schools Report

### **Bridstow Church of England Voluntary Aided Primary School**

Bridstow  
Ross -on -Wye  
Herefordshire  
HR9 6PZ

#### **Diocese: Hereford**

Local authority: Herefordshire  
Dates of inspection: 19<sup>th</sup> September 2012  
Date of last inspection: 27<sup>th</sup> April 2009  
School's unique reference number: 116869  
Headteacher: Mr Paul Sockett  
Inspector's name and number: Susan Blackburn 756

#### **School context**

Bridstow is a small school with 93 pupils on roll. The children of the school are mostly of white British backgrounds. The number of children known to be eligible for free school meals is well below the national average. The number of pupils with special educational needs (SEN) is above the national average.

#### **The distinctiveness and effectiveness of Bridstow as a Church of England school are good.**

Bridstow is a good church school. The school has a positive Christian ethos where every child is cared for. The children are well looked after by a dedicated team of staff and relationships are very good. Links with the clergy are good. The governors are proud of the quality of pastoral care that the school provides. A number of governors have recently been appointed and they are keen to develop their role and are aware of the areas for development.

#### **Established strengths**

- A caring and committed staff team who promote the Christian ethos of the school
- The way in which the school embraces all pupils and the quality of pastoral care
- A supportive governing body who are now well placed to drive forward the necessary improvements

#### **Focus for development**

- Together with the foundation governors develop a regular approach to self-evaluation in order to make necessary improvements
- Provide increased and more formal opportunity for learners to lead collective worship and to contribute more actively in leading initiatives throughout the school
- Extend the whole school marking policy to include religious education in order to raise standards in the teaching of R.E across the school.

#### **The school, through its distinctive Christian character is good at meeting the needs of all learners.**

There is a whole school commitment to developing the well-being and personal development of every child. The school environment clearly reflects the schools values together with the prominently displayed school motto 'to shine as a light in the world' . Vibrant displays such as the one on the Christian church promote the schools Christian ethos. The school has a calm and welcoming atmosphere and the school has built a reputation for its care of

vulnerable pupils to be proud of. Parents value the family atmosphere and caring environment. They feel their children are safe and happy and were able to come into school if they had any concerns. Children appreciated the level of pastoral care provided by the staff of the school and said if they had an argument they could go to the nest which provides a haven for children. Children look after each other and they respect everyone as a unique individual. ' The school is fair there is no bullying.' said one year 6 pupil. Parents said that children are taught good manners, and that this was commented on by people outside school. Parents commented that it was lovely to see a vicar in school and they valued regular connections with the church. The school environment is well developed and includes a school garden and pond. The school is looking to create a forest school area.to extend opportunities for children to reflect. Although there is a school council there is no formal way of gathering the views of children to be able to take forward ideas and suggestions to the school council. The school has worked hard to support children with SEN and vulnerable children such as children from traveller families and show families. The tracking system the school now uses is showing that the majority of children are now achieving well across the curriculum.

### **The impact of collective worship on the school community is good.**

A variety of acts of collective worship are led by the school staff, local vicar and the occasional visitor. The whole school act of worship seen during the inspection was led by the headteacher. Children entered quietly and respectfully, responding accordingly to the call to worship. They could be seen to be actively involved in participating in the story and sang enthusiastically. One child read out a prayer with confidence. Candles provided a clear focal point on the worship table and children were very clear that this was a representation of the school motto and reflected Jesus as the light of the world. Parents said that they valued the invitations to services and celebration assemblies. Children listened and responded attentively and one child commented " I quite enjoy them my favourite is singing the hymns" . Another child commented ' We learn about Jesus. I enjoy key stage assemblies' . Christian values such as justice, forgiveness and fairness are used as a focus for collective worship. Opportunities for children or adults to evaluate collective worship and be able to respond and reflect have been initiated. The school is now looking at ways to enable children to plan collective worship on a more regular basis and to empower them to contribute to future developments.

### **The effectiveness of the religious education is satisfactory**

Standards in religious education are currently in line with standards in other core subjects. There was a limited amount of recorded work so it was not possible to see any impact of the school marking policy on raising standards in R.E. or the impact that teaching had on learning. The school is looking to develop a more rigorous approach to the teaching of R.E to incorporate success criteria and assessment opportunities on a more regular basis within a planned framework. The leadership team and foundation governors have identified the need to implement and monitor the school marking policy in assessing and marking work in R.E. In a religious education lesson seen during the inspection, the children were able to provide examples of inspirational leaders and included the head teacher! Children worked together cooperatively. Children said that they enjoy learning about different people and religions and how you should respect the gods in other religions as well as our God. They commented that, 'stories about Jonah and Joseph teach us how to live our lives, not to be jealous don't get angry and forgive people.' Children were clear that you should learn about other religions in order to respect people's views and gave examples of other faiths such as Islam, Sikhism and Hinduism that they have enjoyed learning from. Opportunities to participate in ceremonies at school such as a christening and visits to the local church and cathedral are evident in an attractive whole class book.

### **The effectiveness of the leadership and management of the school as a church school is good.**

The work of the school is clearly built on a firm Christian basis which is promoted by governors, headteacher and staff. The school has addressed the key focus for development from the previous inspection in reviewing the school prospectus which now clearly promotes

the school as a church school and reflects the importance of the Christian ethos. The mission statement and school aims which have been included in the prospectus are not consistently applied across key documents. Children and adults were able to comment on the impact that the school's Christian values has on the behaviour and attitudes across the school. The school seeks parent's views and parents have responded that the teachers are easy to approach. Children go on to take on leadership roles in the local secondary school and teachers commented they are proud of their level of confidence which they said was a good reflection of the breadth of their experiences at primary school. The way in which the school acts inclusively was praised by one governor who also stated 'all staff go the extra mile. 'The governors have been involved in monitoring the curriculum, including RE and standards. The headteacher is in the process of reviewing the current scheme of work in R.E. in order to implement a more comprehensive scheme of work and provide a clearer structure to support the teaching of this subject. The scheme the school is looking to implement provides clear assessment opportunities to enable governors and the leadership team to be able to monitor standards in R.E more effectively. Governors have been engaged in reviewing the school development plan and said that everything that was reviewed in school was done so in the light of the school as a church school. There is now an increased commitment to ensure there is a more rigorous approach to the self -evaluation of the school as a church school. The headteacher identified the need to include the self -evaluation documentation as a focus for governor and staff meetings on a regular basis so governors and staff are involved more actively in self-evaluation. The impact of the soft federation of the group of schools has been to provide opportunities for school leaders, particularly special needs coordinators, to share good practice and work collaboratively across the group of schools. The school is developing international links with a school in Uganda and also in inner city Birmingham. There are effective links between the school and St Bridget's church and St Mary's church.

SIAS report 19<sup>th</sup> September 2012 Bridstow VA Primary School, Ross on Wye HR9 6PZ