



National Society Statutory Inspection of Anglican and Methodist Schools Report

<p>St George's Bickley CE Primary School Tylney Road, Bromley Kent, BR1 2RL Previous SIAS grade: Good Diocese: Rochester Local authority: Bromley Date of inspection: 6 May 2015 Date of last inspection: 12 March 2010 School's unique reference number: 101605 Headteacher: Geraldine Shackleton Inspector's name and number: Pamela Draycott 161</p>
<p style="text-align: center;">School context</p> <p>St George's is a voluntary controlled Church of England primary school of above average size. Around 10% of pupils attend church outside of their involvement with school with approximately 45% of families self-identifying themselves as Christian. Just under 10% of pupils come from a range of different religious backgrounds, mainly Muslim, with around 45% coming from families that have no formal link with any worshipping community. Since the previous denominational inspection in 2010, the school roll has increased and there has been a consistently upward trend in achievement. The school has a higher than average percentage of pupils with special educational needs. The percentage for whom the school receives pupil premium funding, due to social disadvantage, is around average and rising.</p>
<p style="text-align: center;">The distinctiveness and effectiveness of St George's as a Church of England school are good</p> <ul style="list-style-type: none"> • The prominence given to the school's Christian ethos and values which supports improving standards and good relationships across the school well. • The pupils' positive attitudes and behaviour, reflecting the school's aims to help pupils to reach their full potential as unique and special individuals. • The collegiate working of the school leadership team and staff in striving for improvements in pupil attainment and in deepening the school's Christian ethos.
<p style="text-align: center;">Areas to improve</p> <ul style="list-style-type: none"> • To embed pupils' and adults' understanding of the Christian and biblical basis of the school's values. • To refresh the well-established links between the parish church and the school so that together a range of relevant ways of expressing Christian service to the pupils and their families are made. • To ensure that the different ways in which worship is organised on different days during the school week reflect Anglican tradition more deeply. This includes ensuring that the Lord's Prayer is prayed regularly and its significance reflected on.
<p style="text-align: center;">The school, through its distinctive Christian character, is good at meeting the needs of all learners</p> <p>St George's has successfully focused on raising attainment so that at least good progress is made across the school. Individual needs are taken into account based on the school's aim which is 'to help all children reach their full academic potential and develop an enthusiasm for life-long learning, within a caring and Christian environment, preparing them to be valuable</p>

members of society'. The school's Christian values are love, trust, thankfulness, courage, endurance, community and friendship. They were reviewed recently and have been in place in their current form since September 2014. These values are demonstrated, for example, in the good quality of relationships and standards of behaviour across the school. Pupils and adults can articulate the importance of its Christian values in school life. However, they do not make explicit links between these values and key Christian beliefs and biblical teaching. Pupils can speak of how some, but not all, of the school's values impact on their behaviour both in and outside school. Pupils speak of how friendly the school community is and linked this to being a church school, based on their Christian value of community. There is a sense of Christian love for God and for each other in the school but this is not always explicitly celebrated. Pupils' wellbeing and spiritual, moral, social and cultural development are taken seriously. Pupils identified by the school as being vulnerable are given good support by teachers, the family worker and the counsellor. This is based on the school's values of love, trust and community. Good strategies have been put in place to improve the attendance of a minority of pupils. These are clearly based on the school's aims and values. The school celebrates a wide range of achievement including recognising pupils who have displayed one or more of the school's Christian values in daily life. There is a balanced and effective curriculum which has been recently introduced. There is a good range of extra-curricular activities and trips, including to the parish church for Religious Education (RE), to different churches and to a Sikh place of worship (gurdwara). These successfully support its Christian ethos and enhance pupils' spiritual, moral, social and cultural development well. RE makes a good contribution to the school's inclusive Christian ethos through both its curriculum content and its learning activities that encourage appreciation of different beliefs and religions.

The impact of collective worship on the school community is good

Worship takes place daily with themes, linked to Christian values and to the Church's year. Pupils meet regularly for worship as a whole school and in key stage groups and classes. Worship in school is complemented by periodic visits to St George's church which is about a twenty minute walk away. Since the previous denominational inspection, the key issues for the development of worship have been mainly addressed. However, pupils still do not take enough responsibility for leading or evaluating the impact of worship in school. The headteacher, all teaching staff and the parish priest lead worship in school which provides a good range of adult input. Pupils say that they enjoy worship and see it as a feature which supports the school's values. 'During our collective worship time we get together to thank God' as one child said. Pupils recognise the importance of prayer and know that there are different types of prayer. They understand that prayer is about both speaking and listening to God. Many pupils know the Lord's Prayer which is said in worship in school occasionally but, as older pupils reported, 'less regularly than it used to be'. Pupils have a basic understanding of the Christian concept of God as Father, Son and Holy Spirit. However, this has been developed more through RE than in worship. The person of Jesus Christ is appropriately focused across the worship programme. Worship is identifiably Christian and inclusive of the school community. The termly Eucharistic worship and the Friday worship, led by the parish priest, reflects the churchmanship of the parish church. Other worship is less structured. Key aspects of Anglican worship, such as the use of an opening sentence with a response, are not used regularly. During worship, pupils are attentive and engaged as evidenced by the good involvement of pupils in a Year 3 class led worship based on the theme of 'Stick and stones may break my bones.....'. Pupils join in with prayer and enjoy singing Christian hymns and songs which they do enthusiastically and tunefully. The school provides a 'worry box' and reflection books to aid pupils in addressing personal concerns. These are well used by pupils as ways of expressing their feelings and recognising their needs. Their use is not sufficiently linked to prayer and worship opportunities.

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

The headteacher, supported by her senior leadership team, has a clear understanding of the school as a church school. The school's self-evaluation as a church school is mainly accurate. It

stems from the headteacher and senior leadership team. There is no formal, regular or structured evaluation of the school's Christian ethos and values undertaken by the governing body. However, governors are well informed about events and issues in school life through a fortnightly governors' briefing sheet and through the headteacher's report at governing body meetings. Governors are committed to further development of the school as a church school. They are supportive of its work. The foundation governors, all of whom worship at the parish church, strive to deepen the school's Christian ethos and values. The school has long-established and mutually beneficial links with St George's church. The parish priest, who came to the parish just a few months ago, is already a regular visitor to the school. Refreshment of these long established links is in process, supported by the parish priest and welcomed by the school. Staff work well together in providing a community founded on Christian principles, where pupils are happy and where they can succeed. Parents are involved well and support the school's inclusive ethos based on Christian and Anglican principles. Mutually supportive links with the Bromley Church School partnership enhances provision further. Good use is made of diocesan support and training. RE is well led. The subject leader has rightly identified areas which are not as effectively addressed as they should be. Opportunities in RE for pupils to reflect on the meaning of faith and its impact on individuals and groups are underdeveloped. Assessment does not effectively and consistently inform pupils of how well they are achieving and the steps in learning which they need to take to improve their work. Arrangements for both worship and for RE meet statutory requirements.

St George's Bickley CE Primary School, Tylney Road, Bromley, Kent, BR1 2RL