

National Society Statutory Inspection of Anglican Schools Report

Bredhurst Church of England Voluntary Controlled Primary School

Gillingham,
Kent
ME7 3JY.

Diocese: Rochester

LA:Kent

Dates of inspection: 22 June 2006

Date of last inspection: 2000

School's Unique reference number: 118619

Headteacher: Mr. C .K. James

Inspector's name and number: The Revd. A. Fiddian-Green

School context

Bredhurst Church of England Primary School is a small Voluntary Controlled school with 115 pupils. It is situated in countryside beyond a motorway, which separates the school and village from the large residential area of Gillingham. There are very few pupils from an ethnic minority heritage. The school has recently undergone a successful Ofsted inspection that celebrated its above average achievements.

Summary Judgement

Bredhurst Church of England Primary School is a good school with an outstanding Christian ethos. It reflects its Mission Statement well.

Overall Grade: 2 GOOD.

Established strengths

- The school reflects its Christian foundation very well in its ethos.
- Links with the local churches and community are strong
- Pupils' behaviour and their respect for others are outstanding.
- Worship is well planned and is a focus for the school day.
- Leadership and management are good, including the school's self-evaluation.

Focus for development

- Improve the provision of Christian symbols throughout the school and the focal points for religious displays.
- Involve the governors in the evaluation of school worship (for example, an annual report could be given by the School Council).

How well does the school, through its distinctive Christian character, meet the needs of all learners?

The school provides very well for the needs of the pupils by creating an outstanding ethos, which reflects clearly its Christian foundation. This is entirely consistent with the school's Mission Statement, which says that the school "will provide quality education for all within a caring Christian community." Pupils enjoy school and achieve very well in this supportive and caring atmosphere, where they feel valued and listened to. Parents are very appreciative of all the school does for their children; and several said that they actively sought a Church school. Pupils are very confident that there are adults in school to whom they can go if they need help; and they in turn learn to help others. For example, they raise money for charities; and older pupils willingly help the younger ones. The school's expectations for pupils' good behaviour are very high, resulting in outstanding attitudes and behaviour. Respect for one another underpins all their relationships. Worship and Religious Education (RE) contribute very well to pupils' spiritual and moral development; for example, when studying the major Christian festivals. Despite having such a strong Christian ethos, the school does not make enough use of Christian displays to promote pupils' spiritual development. Nor does it proclaim its links with the Church in the entrance hall, for visitors to see.

What is the impact of collective worship on the school community?

Worship is an important part of each school day. In addition to the main Collective Worship, pupils say prayers at the end of classes and before meals, for which they sometimes use their own prayers. Collective worship is well planned and has a firm Biblical base. Pupils are taken to church for some Christian festivals. The local incumbent and his clergy colleague are very active in the school and lead worship once each week. The quality of worship is good. Some strong features are: drama, singing, questions and answers and the full participation of staff and pupils. Pupils' behaviour is excellent and everyone sings well, enjoying the actions to the songs.

Pupils say the Lord's Prayer; and their repertoire of hymns and religious songs is impressive. Discussions with pupils show clearly that they understand the messages given in Collective Worship. For example, they know that the story of David and Goliath helps to focus on anti-bullying as well as developing the theme of 'courage'. The focal points of candle and cross are not large enough for pupils to see. Although pupils write prayers and use them in classrooms, these are not used often enough in Collective Worship.

How effective are the leadership and management of the school as a church school?

The headteacher leads this Church school enthusiastically and well, ably supported by staff and governors. Together they have established a caring and supportive ethos that is outstanding and that reflects its Church foundation well. Religious Education is valued, with the result that teaching and learning are good. The governors give good support to the headteacher and the school, but Foundation Governors are not involved in monitoring and evaluating the school's worship; and the Governing Body does not receive an annual report on it. Neither Religious Education nor Collective Worship is mentioned in the school improvement plan. However, governors do encourage the Church links; and the Rector is an active member of the Governing Body. He and another minister colleague visit the school frequently and are well known by the children. The local church uses the school hall regularly for family services on Sundays, and this helps to establish further links. It has given the school a reading desk with the emblem of St. Peter on it, which is the school badge. All issues raised in the last inspection report have been successfully addressed. The school is now evaluating itself as a Church school, and has involved staff, parents and pupils fully in this process. Its judgements are mostly secure, but it has underestimated itself on the impact of its distinctive Christian ethos on meeting the needs of all pupils.

SIAS report June 2006 Bredhurst Church of England Primary School,
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