



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Old Bexley Church of England Voluntary Controlled Primary School

Hurst Road  
Bexley  
DA5 3JR

**Previous SIAMS grade:** Outstanding

**Current inspection grade:** Outstanding

**Diocese:** Rochester

Local authority: Bexley

Dates of inspection: 2<sup>nd</sup> July 2015

Date of last inspection: 18<sup>th</sup> June 2010

School's unique reference number: 101452

Headteacher: Peter Wilson (executive headteacher), Karen Lindridge (head of school)

Inspector's name and number: Richard Tyson 787

#### School context

Old Bexley Church of England primary school is a larger than average primary school. The proportion of pupils with special educational needs is lower than that found in most schools. The school has specially resourced provision for up to 11 pupils identified with autistic spectrum disorders. Since the last inspection, the school has expanded to four form entry. It has also been working in formal collaboration with a local community school since April 2012. This has led to the former headteacher becoming the executive headteacher of the collaboration with a head of school for Old Bexley.

#### The distinctiveness and effectiveness of Old Bexley as a Church of England school is outstanding

- Christian values encourage pupils and teachers to aspire to high standards.
- Shaped by the school's Christian values, pupils can grow in confidence and character.
- High value is placed on collective worship by school leaders, inspiring all in the school community to reflect upon and develop a good knowledge of the Christian faith.
- Local clergy provide invaluable Christian insights to support the work of the school.

#### Areas to improve

- Embed Christian values in ways which secure excellent progress for all pupils.
- Ensure that the governing body formally evaluates collective worship.
- Ensure that there are professional development opportunities to improve teachers' subject knowledge for the teaching of Religious Education (RE).

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

The school has aspirational Christian values that act as a motivation for securing high standards of achievement, attendance and progress. The values are inclusive and help each member of the school community to know that they are valued. All members of the school understand how their Christian values help the school to be an effective place to learn. Clearly articulated by school leaders and teachers, they help to create a calm and ordered environment in which pupils can learn. Pupils live out the values of the school, influenced by their clear Christian underpinning. An example of this is the way in which the pupils make the connection between Christian teaching on the 'fruits of the spirit' and their daily conduct. School leaders and teachers work hard to ensure that the school improves the progress of pupils. They have undertaken rigorous steps to improve the progress of their pupils at key stage 2 through a series of interventions that have helped to secure excellent progress this year. Pupils enjoy RE and it makes a very positive contribution to their spiritual, moral, social and cultural development. Through RE and through strong international links, pupils have an understanding of Christianity as a multi-cultural world faith. The link with a school in Malawi has played a particularly significant role in this regard. Pupils have an understanding of and respect for other faith communities including different Christian traditions within the local area. RE enables pupils to explain the differences and similarities between the major world faiths. Each class participates in a daily Christian meditation. This makes an important contribution to the spiritual development of both staff and pupils. It offers pupils a period of calm in a busy school day and a moment to individually pray should they wish to do so.

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

Collective worship is firmly embedded into the life of the school community. There are very clear routines for worship which engage pupils. Worship inspires pupils to conduct themselves well. Through worship, pupils develop a clear understanding of the person of Jesus Christ, of Christian teaching and of God as Father, Son and Holy Spirit. Through the use of bible stories and through the exceptionally creative ways in which pupils experience worship, they are challenged and inspired. Pupils routinely help to lead worship. Every member of staff also leads worship. This ensures that worship is fully integrated into the life of the school and is appreciated by all. Regular liaison takes place with local clergy to ensure that pupils experience distinctively Anglican worship. This includes the celebration of the Eucharist for pupils in years 5 and 6. Pupils say that this is a special part of their church school identity. The creed and the opening and closing greetings are regularly said together by the school community. Pupils also experience a range of opportunities to pray together and individually during worship. There is regular monitoring and evaluation of worship by the school leadership team. This has led to significant improvements which extend beyond the daily act of worship. A sense of worship is also provided by the spiritual garden, by the chapel and by daily Christian meditation in class. High quality worship within the life of the school provides a wide range of opportunities through which pupils can develop their personal spirituality. Clergy governors are involved with monitoring and evaluation. However, the governing body does not systematically monitor collective worship.

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

Every layer of the school leadership confidently articulates a powerful educational vision. This is rooted in specific Christian educational insights about every child being enabled to flourish. This vision is aspirational and provides a strong foundation from which pupils achieve high standards and make very good progress. Christian values make a good contribution to the personal development and wellbeing of all pupils. Through the clear modelling of the school leadership

team, all members of staff are able to understand and actively contribute towards the Christian education of the pupils. The school leadership team has a clear understanding of the school's performance based upon rigorous self-evaluation. This leads to interventions to improve progress including dialogue about achieving outstanding teaching. Within RE, improvements in planning with reference to achievement levels have been made since the last inspection. Leadership of RE is good. However, understanding of subject content and how best to teach it is not consistently secure. Parents, the local church and the wider local and global community play a full part in the life of the school. Parents are proud of the distinctive church school identity which the school leadership has built. Combined with their achievements in the school curriculum, this wider community engagement equips pupils with resilience and character. Pupils understand and respect the ways in which they participate in their local, national and global communities. As the school has expanded in recent years, the school has been led and governed well as a church school. Governors plan strategically with the executive headteacher to provide a structure for clear church school leadership. This is enabling teachers to grow into leaders who have a clear understanding of what it means to work in and to lead an effective church school.

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