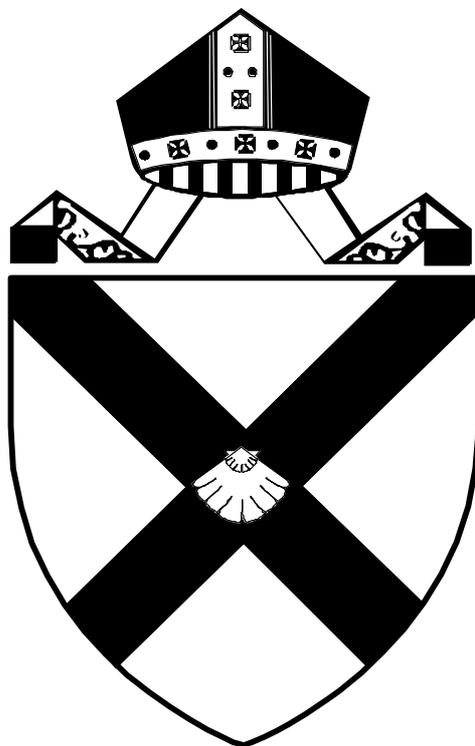


STATUTORY INSPECTION of ANGLICAN SCHOOLS

ROCHESTER DIOCESE

2010



**St. George's Church of England
Primary School**

Voluntary Controlled

Tylney Road, Bromley BR1 2RL

Bromley LA

Unique Reference No: 101645

Head Teacher: Mrs. Valerie Carrier

Chair of Governors/Incumbent:

Father Owen Higgs

Inspector: Mr. John Viner (NS144)

Inspection: 12 March 2010

SUMMARY JUDGEMENT

How distinctive and effective is the school as a Church of England school?

St George's Church of England Primary School is a good Church school.

GRADE 2: GOOD

SCHOOL CONTEXT

St George's CE Primary School is located close to the centre of Bromley and serves the parish of St George's Bickley. Its 291 pupils come from the immediate area. Most of them are of white British heritage although a quarter come from other ethnic backgrounds, some of whom are in the early stages of learning English. Around a quarter of pupils attend St George's or one of the other churches in the town. Standards at the end of Key Stage 2 are around the national average. Ofsted recently judged the school's overall effectiveness to be satisfactory. The new incumbent was elected chair of governors in November 2009.

ESTABLISHED STRENGTHS

- Christian values are the school's foundation and are visible in all aspects of its work.
- Caring Christian relationships exist between and among adults and learners.
- Collective worship is central to school life.
- Religious Education (RE) makes an excellent contribution to pupils' spiritual development.

FOCUS FOR DEVELOPMENT

- Provide a permanent focus for worship in the school hall. This was identified at the last inspection.
- Increase opportunities for pupils to participate in collective worship.
- Establish a system for the formal evaluation of worship that will enable improvements to be planned.
- Better engage all stakeholders in the ongoing evaluation of the school's Christian distinctiveness.

How well does the school, through its distinctive Christian character, meet the needs of all learners? GRADE 1: Outstanding

The school is grounded in Jesus' injunction to 'love your neighbour as yourself' and this is evident in everything it does. It is characterised by the excellent caring relationships between and among adults and pupils and seen in pupils' clear understanding of their responsibility to others. Pupils know that the school promotes Christian values and appreciate that beliefs and values matter. Whether Christian, of other faiths or none, they express their spiritual and moral views confidently, knowing they will be valued. Pupils have a well-developed sense of Christian responsibility. This translates into action, frequently initiated by pupils, such as holding a cake sale to raise funds to help victims of the Haitian earthquake. Parents confirm that their children benefit from the values the school promotes. One remarked that they received spiritual guidance 'in a very sensitive way.' The school environment is well used to promote spiritual development. The reflection areas in each classroom are far better used than at the time of the last inspection; they are frequently updated to be fresh and interesting and pupils make good use of the opportunities to share their worries or write prayers. Excellent use is made of the prayer box in the entrance area by both pupils and parents, and sometimes prayer requests are followed up in worship. Since the last inspection RE has improved in all aspects. Following the local agreed syllabus, it is well taught. Although some lessons are long, they hold pupils' attention and engage them with deep questions, helping them to understand their own basis for belief.

Pupils love RE and say that their teachers 'even make boring stuff exciting.' RE makes an outstanding contribution to pupils' spiritual development.

What is the impact of collective worship on the school community? GRADE 2: GOOD

Collective worship is central to the daily life of the school. Pupils know that it is a special time and behave reverently. Most pupils say that they enjoy worship, particularly when they can take part more actively. They enjoy singing and times when there are special visitors who lead worship, including the weekly acts of worship that are led by the incumbent. They especially like the times when their class leads worship. Parents attend these occasions in good numbers as well as the Christmas and Leavers' services that are held in the church, which they say get better each year. Pupils of all faiths and none are affirmed by worship. They say they feel included and a part of the school family. They are clear that prayer is an important aspect of worship, knowing the Lord's Prayer and the Grace. Some pupils say they are helped by the opportunities afforded by worship for personal reflection and prayer. Additionally, all classes pray at the end of the school day and most do so at lunchtime. The importance of worship is underlined by the daily attendance of all teaching staff and most of the support staff. Some elements of worship are distinctively Anglican, for example the greeting and response that begins most acts of worship. There is also a school Eucharist service three times a year, held sometimes in school and sometimes in the church. Worship is carefully planned around a series of themes based on the church's year. However, although a record of these themes is kept, there is no formal evaluation of worship that could lead to planned improvements. Although the school has used projected images to stimulate pupils' thinking, there is still no permanent focus for worship in the hall as was recommended in the last report.

How effective are the leadership and management of the school as a Church school? GRADE 2: GOOD

The headteacher articulates a clear and personal Christian vision for the school that is shared by staff and governors and clearly communicated to all stakeholders. Leaders and governors promote this Christian vision so that it is visible in all aspects of the school and understood by the pupils. The school leaders and governors are well aware of the school's future leadership needs and are taking active and effective steps to secure them through a planned strategy. The school has made good use of diocesan officers to build leadership capacity, as seen in the good leadership of RE. The majority of parents say that the school makes its Christian distinctiveness clear and that this helps their child's spiritual development. Many parents, regardless of belief, are interested in the school's development as a church school. Although leaders and governors actively promote the school's Christian vision, the systems for drawing parents into their evaluation are undeveloped. Most parents agree that there is a close and successful relationship between the school and the parish church and, whether or not they attend church, feel that they are able to benefit from the support of the incumbent, should they need it. The relationship with the incumbent is visible and helpful. The school sometimes contributes to Sunday worship, for example through pupils' participation in Education Sunday. A governor described the relationship as 'like a stick of rock' where the church was visible in all aspects of the school and this close relationship ensures that there is a seamless partnership between parish and school, to the benefit of both.