

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bishop Bridgeman Church of England Primary School

Vision

‘Love God, love yourself, love your neighbour.’ Luke 10:27

The five school actions: More than intent, speak up speak out, prayer, courageous advocacy, servant leadership.

Bishop Bridgeman Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- Collective worship is a joyful and enriching experience, offering meaningful opportunities for pupils and adults to grow spiritually. This is thoughtfully considered and delivered to reflect the school's vision and values, ensuring inclusivity and engagement.
- Sensitively planned, explicit opportunities for spiritual development add deeper meaning to the vision driven curriculum. It is impacting positively on pupils’ understanding of themselves, each other and their appreciation of the world.
- Nurturing care and the focus on wellbeing is tangible. It is an effective outworking of the school vision of ‘love God, love yourself and love your neighbor.’ Pupils are encouraged to love themselves and relationships are supportive.
- Injustice is confidently challenged by pupils. They share their work with other schools across the diocese and nationally. This impacts strongly on pupils’ social, emotional and spiritual development in school and beyond.
- Pupils value the safe space that religious education (RE) offers them to ask questions and to share their viewpoints. The opportunities for reflection and deeper learning within lessons support pupils to develop respect for each other.

Development Points

- Embed the monitoring of the governing body, so that it evaluates the impact of the well-established school vision more effectively. This is to inform leaders in their development planning and ensure a keen focus on the vision.



Inspection Findings

Bishop Bridgeman is a remarkable place where the Christian vision is innovatively lived out. The school community is inspired to 'Love God, love yourself and love your neighbour.' In this way, love for one another is tangible in the daily interactions between adults and pupils. Ambitious leaders model the vision through the decisions they make, the way they work, and the partnerships they develop. Pupils understand the school vision and this is supported by the school's identified key Bible story, the good Samaritan. Staff and pupils are encouraged to uphold five chosen actions in their daily life. This grounds the vision within a practical context. The impact of this is that pupils and adults live out the vision, have a deep regard for each other and flourish. Governors have a clear understanding of their role in closely monitoring key aspects of the school's work. They are enthusiastically involved in the life of the community. However, systems for monitoring the impact of the vision within governor activity are at an early stage.

The Christian vision and the development of spirituality are embedded within the inspirational and innovative curriculum. Plans are regularly revisited and incorporate deeply meaningful opportunities to grow spiritually and culturally. Pupils, including who have special educational needs and/or disabilities (SEND), are encouraged to do their very best. They are enabled to access the curriculum and experience success. Pupils who have SEND fully participating in the residential visit exemplifies this. Staff accurately identify those in need of additional assistance and use their expertise to give support. They share their interests with pupils through a wide range of extra-curricular activities. This engagement enables increased pupil confidence and self-worth. Living out the vision of 'love yourself' in this way, enables pupils and adults to flourish.

Collective worship is joyful, invitational and inclusive. Pupils and adults grow spiritually including individuals from diverse faith backgrounds. They develop understanding and show respect for each other's beliefs. Time to personally reflect is provided which encourages pupils and adults to feel included. Each person is asked to make themselves ready for prayer in their individual way. Worship helps pupils to apply stories from the Bible to their lives and to make better decisions. Through the school day, worship spaces inspire pupils to reflect. An example of this is the introduction of the outdoor ethos cabin that is a comfortable place with music and other activities. Pupils are supported in their spiritual development during each lunchtime. They enjoy spending time socially, spiritually growing together. Strong partnerships with local churches play a significant role in supporting worship. These result in enhanced opportunities providing a variety of experience. For example, the sessions which are offered in preparation for confirmation that are well received. Both staff and pupils have attended these. They cherish being confirmed and supporting each other. Leaders, including pupil leaders, have developed SEND Wiggle Worship to enable pupils with additional needs to fully enjoy worship time. The innovative practice of the school leads to spiritual flourishing of pupils and staff. Leaders, both pupil and adult, have also shared their practice with other schools to support spiritual flourishing beyond Bishop Bridgeman.

The vision of 'Love God, love yourself and love your neighbour' creates an extremely nurturing and caring community. Strong links with the diocese, parishes and within the multi-academy trust (MAT) support the development of Bishop Bridgeman as a Church school. The provision of trauma informed staff training means there is a consistent approach for encouraging and understanding positive behaviour. Consequently, staff are now expert in supporting pupils to know themselves and to manage emotions. The impact of this is that pupils, including those who are vulnerable, are re-equipped to live out the vision, loving themselves and loving their neighbours. Pupils interact well on the playground; with older children encouraging younger peers to interact positively. This carries on into the classroom where pupils celebrate each other and show mutual understanding. Relationships between



adults are strong. Parents and carers comment that the staff reach out with love when they go through difficult times. Staff provide emotional and practical support. Relationships between adults and pupils at Bishop Bridgeman are nurturing and underpinned by love and mutual respect.

The Christian distinctiveness of Bishop Bridgeman has encouraged leaders of this school and beyond. Training of pupil leadership groups has enabled them to present their work to school leaders across the diocese and nationally. Pupils feel their voice elicits change across school. They are equipped to take responsibility and are bold in encouraging development and change. Pupils who are chaplains encouraging spiritual play during break times exemplifies this. Staff model, 'loving others and loving your neighbour.' They lead by example, inspiring others to embrace the vision. They welcome and support large numbers of refugee pupils as the need arises. Through this, pupils have increased understanding of the challenges around the world. They show compassion towards others and seek to challenge injustice and inequality. Following a visit of representatives from a school in Lahore, pupils were moved to take action, living out 'more than intent.' Pupils have significant positive impact on education in another country through raising funds to provide resources for the school. In addition, support of local charities and work improving the local environment provide opportunities to live out, 'loving your neighbour.' In this way, pupils voice their thoughts effectively, creating an active culture of justice that directly flows from the vision.

Religious education (RE) is carefully planned, ambitious and well balanced. Leaders ensure that it has a high profile and is effectively constructed, supporting pupils to build their knowledge over time. RE lessons help pupils to understand their views. The curriculum provides moments for pupils to reflect deeply and critically, exploring their own views and other's beliefs. As a result, pupils know about a variety of views and traditions and their knowledge of these promotes understanding, acceptance and respect. Plans for visits and visitors to enrich units of work are becoming embedded.

Pupils show an impressive understanding of specific religious vocabulary and core religious concepts. They are curious in their learning. Challenging questions are explored through a range of thought-provoking activities such as debates, drama and art. Assessment procedures lead to the identification of gaps in knowledge and adaptation to teaching. The RE leader's support and that of leaders across the MAT make a great difference to staff knowledge and skills. Effective practice is widely shared in school and this has significant impact on the quality of teaching and learning. Staff teach with confidence and pupils make excellent progress in RE.

Information

Address	Rupert Street, Bolton BL3 6PY		
Date	20 March 2025	URN	142923
Type of school	Academy	No. of pupils	484
Diocese	Manchester		
MAT	Archbishop Temple Multi-Academy Trust		
Headteacher	Mike Lonsdale		
Chair of Governors	Kenneth Newport		
Inspector	Deborah Metcalfe		