

Ministry Development Board: Periodic External Review Report

Ridley Hall

Conducted onsite, March 2025

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Glossary

APL	Accredited Prior Learning
BCP	Book of Common Prayer
CA	Common Awards
CPAS	Church Pastoral Aid Society
CTF	Cambridge Theological Federation
DDO	Diocesan Director of Ordinands
PER	Periodic External Review
RLM	Ridley Lay Ministry
SAS	Student Administrative Services
SpLD	Specific Learning Differences
SWOT	Strengths, Weaknesses, Opportunities, Threats
TEI	Theological Education Institution

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The Periodic External Review Framework

Periodic External Review (PER) is part of the Church of England’s quality assurance for its ministerial training institutions (‘Theological Education Institutions’ or TEIs), whereby the church conducts an external quality check of each TEI against national standards and expectations for ministerial training and formation.

On behalf of the church, review teams are asked to assess the TEI’s fitness for purpose in preparing candidates for ordained and licensed ministry and to make recommendations for the enhancement of its life and work. The reviewers’ report is made to the House of Bishops acting through the Ministry Council.

Church PER teams are appointed by the national Ministry Development Team from a pool of reviewers nominated by bishops and TEIs.

For TEIs that offer Durham-validated Common Awards programmes, representatives of Durham University’s Common Awards team will sometimes carry out their own academic quality assurance review in parallel with the church’s PER, to inform the university’s decision-making on: (i) renewal of the Common Awards partnerships with approved TEIs; and (ii) revalidation of Common Awards programmes that have been approved for delivery within TEIs.

Recommendations and Commendations

PER reports include Recommendations which are either developmental, naming issues that the reviewers consider the TEI needs to address, or encourage the enhancement of practice that is already good. They also include Commendations, naming instances of good practice that the reviewers wish to highlight. The reviewers’ assessment of the TEI is expressed as much through the balance of Recommendations and Commendations in their report as through its criterion-based judgements.

Criterion-based judgements

Reviewers use the following outcomes with regard to the overall report and individual criteria A-E:

Confidence

Overall outcome: commendations and a number of recommendations, none of which question the generally high standards found in the review.

Criterion level: aspects of an institution’s life which show good or best practice.

Confidence with qualifications

Overall outcome: likely to include commendations as well as a number of recommendations, including one or more of substance that questions the generally acceptable standards found in the review and which can be rectified or substantially addressed by the institution in the coming 12 months.

Criterion level: aspects of an institution's life which show either (a) at least satisfactory practice but with some parts which are not satisfactory or (b) some unsatisfactory practice but where the institution has the capacity to address the issues within 12 months.

No confidence

Overall outcome: A number of recommendations, including one or more of substance which raises significant questions about the standards found in the review and the capacity of the institution to rectify or substantially address these in the coming 12 months.

Criterion level: aspects of an institution's life which show either (a) generally not satisfactory practice or (b) some unsatisfactory practice where it is not evident that the institution can rectify the issues within the coming 12 months.

Review of Ridley Hall

Introduction

Ridley Hall has been training people for ordained ministry since 1881. Its first principal Handley Moule, later Bishop of Durham, oversaw its expansion from eight to forty students by the early 1900s. The original Trust Deed of 1877 was amended by deed of variation in 1997. The charitable objectives of Ridley Hall are 'to provide theological instruction consistent with the principles of the Church of England to candidates for ordination and, subject thereto, to provide theological education with a preference for individuals who are undertaking a course of study in theology or who have been ordained'.

Further changes to Ridley Hall charitable status are detailed below from its Governance Manual.

On 20th August 2008 a design and build company, Ridley Hall Developments Ltd (company number 6677882) was incorporated. The purpose of the company was to carry out the design and build of a proposed capital development project. Following the cancellation of the project in 2017, the company was closed.

On 25th April 2014, a new Ridley Hall entity was incorporated at Companies House and subsequently granted charitable status by the Charity Commission (company number 9011968, charity number 1157004). Its Articles of Association contain the same Objects and Principles as the previous trust. On 23rd July 2014, the assets, liabilities & staff were transferred from the unincorporated charity to the newly-incorporated charitable company.

On 1st August 2014, Ridley Hall (charity number 1157004) was established by the Charity Commission as the sole corporate trustee of Ridley Hall (charity number 311456). The latter trust remains essentially dormant but is capable of receiving legacies (which specify its charity number).

Ridley Hall was founded on Principles expressed and expounded in the Thirty-nine Articles of the Church of England, with special stress laid upon the following: The Atonement, Justification by faith, The Sacraments, The Ministry and The Holy Scriptures. Today Ridley Hall describes itself as preparing a diverse group of woman and men of all ages to serve Christ in the Church through both lay and ordained ministry. Furthermore, its introduction to its vision and values on its webpage states that it is deeply committed to being a 'Christ-centred community, passionately guided by the Holy Spirit, where individuals are nurtured to grow in wisdom and actively prepare to proclaim Christ'.

Ridley Hall is governed by its Board of Trustees which comprises at present 13 trustees and 1 observer. It operates currently with the following sub committees:

- Executive Committee
- Nominations
- Finance
- Education & Formation
- Development & Fundraising

The current Chair of Trustees is due to retire at the end of this year.

Since the PER in 2019 there have been a number of changes at Ridley Hall. The most recent have been the appointment of a new Principal who came into post in April 2024 and in December 2024 the Lecturer in Mixed Ecology Mission and Contextual Training and Safeguarding Officer left and has been replaced by a Tutor in Mission and Pioneer Ministry. The role of Safeguarding Officer has been passed to the Vice Principal.

Ridley Hall, like all TEIs, faces the challenge of considerable long-term change in the sector. The decline in those training for ordination on full time residential courses along with the decline in vocations across the Church of England has had a considerable impact on the Ridley Hall's financial situation and the make-up of its community. An important feature of its response has been a strategy to diversify its programmes and offer a suite of lay ministry pathways which have been developed with a number of partners. At the time of this PER, Ridley Hall was seeking to refine its strategy and rethink who it is as an institution mindful of its response to the changing context of the Church of England.

Ridley Hall Pathways and Awards

Ridley Hall offers a number of validated pathways for ministerial formation. These are delivered through its partnership with the Cambridge Theological Federation (CTF), Durham University, and Cambridge University. Currently it offers the following awards:

Durham Awards (Common Awards)

- Foundation Award
- Certificate (HE)
- Diploma (HE)
- Bachelor of Arts (Hons)
- Graduate Diploma
- Post-Graduate Certificate
- Post-Graduate Diploma
- MA

Cambridge Awards

- BTh (Bachelor of Theology for Ministry)
- Tripos - BA (Bachelor of Arts in Theology, Religion and Philosophy of Religion)

Alongside its pre-ordination training Ridley Hall offers a number of pathways for Lay Ministry Training. These include the Ridley Lay Ministry (RLM) Track incorporating training in Youth Ministry, Children's Ministry, Sports Ministry and School Chaplaincy. Ridley On-line Courses, Catalyst 30K online courses, and the Ridley Awards developed with Ely Diocese and other partners. These offer a significant range of modules which can be studied for credit through Common Awards.

The Cambridge Theological Federation (CTF)

Ridley Hall is part of the Cambridge Theological Federation (CTF), an ecumenical partnership of twelve institutions, with – according to the CTF website - over 300 students from 30 different countries, founded in 1972. (In addition there are other students on short courses and programmes accredited by a range of partners.) The CTF’s members include Ridley Hall, Wesley House (Methodist), the Institute for Orthodox Christian Studies, Westminster College (URC), Westfield House (Evangelical Lutheran), and the Margaret Beaufort Institute of Theology (Roman Catholic). The CTF acts as the TEI for the University of Durham Common Awards in Theology and Ministry and the BTh degree from Cambridge University. It provides administrative and academic registrar support to the constituent members and facilitates the effective use of resources across the Federation. The Periodic Review of the CTF by the University of Durham Common Awards Team is scheduled to take place in October 2025.

General Comments

With this background in mind, the reviewers consider the following points to be important in reading this report:

Leadership

Since coming into post the Principal has begun to reshape the leadership structure of the college and has instituted a weekly leadership team meeting which brings together staff with responsibility for both lay and ordained pathways, research, marketing, finance, and a member of the bursarial staff. This joint leadership approach enables the staff to identify areas of overlap, facilitates communication and fosters a more focused and realistic approach to strategic developments. A number of Hubs have also been implemented, these oversee the Ridley Lay Ministry programme, Formation and Recruitment.

Vision and Strategy

Ridley Hall is in a period of endeavouring to refine and reshape its vision in response to societal and ecclesial change. Its vision is focused on developing character, wisdom and imagination. Within this it has identified priorities and strategic aims which build on its strengths, experience, relationships and expertise. The fact that this work is ongoing is reflected in this report, that said, the reviewers were encouraged and positive concerning the already identified strategic aims.

Student Numbers and Diversification

Currently Ridley Hall has 33 ordinands across three years. Alongside these it has 69 independent students, 151 students on the Catalyst 30K online courses and 13 students taking Ridley Awards. This clearly has implications for the ongoing composition and nature of Ridley Hall as a formational community. Although the PER was focussed on the formation programmes for Ordinands and Licensed Lay Ministers, the high numbers of independent students and lay people training on Ridley Hall pathways is part of and shapes its formational context.

The amount of diversification also impacts on the staff team, their roles and workload.

The Site

The current site close to the centre of Cambridge is one of Ridley Hall's assets. It is an attractive college in keeping with the surroundings and has pleasant grounds. However, its age and historic building status mean that it is expensive to maintain and requires investment in the fabric of the building and some upgrade to the accommodation on offer. It also means that adopting environmentally friendly upgrades is costly.

Teaching and Learning

Ridley Hall is a major partner in the CTF and has good links with the University of Cambridge. It offers both the BA Tripos in Theology and Religion, the BTh as well as the Cert HE, DipHE, BA and MA through Common Awards and the Cambridge University MPhil award. As stated above, Ridley Hall not only offers a considerable suite of programmes for pre-ordination training but also for independent students and lay people. It prides itself on its academic rigour and range of training options but realises that the maintenance of these programmes requires considerable staff time and administration.

There are excellent opportunities available through Ridley Hall's relationship with Cambridge University and the academic expertise of its staff team for ordinands to study theology to a high level. It therefore offers an excellent opportunity for the formation of the next generation of theologians and theological educators.

The CTF brings with it the benefit of diversity in the classroom, ecumenical worship on a regular basis and the employment of specialist staff across the partners in the Federation. However, it is a complex organisation which entails considerable administration and additional meetings to ensure it functions well. At times there is frustration with how curriculum development and new modules can be proposed and implemented, and with how the teaching resources are distributed across the modules on offer. The recent decline in the number of full-time students has had an impact on the timetable, modes of delivery and number of modules on offer.

Concluding Introductory Comments

The reviewers were impressed and greatly encouraged by way in which Ridley Hall has responded to the challenges of the changes taking place in Theological Education and ministerial formation. It has strong formational programmes delivered by an expert team of staff, who are enthusiastic and committed to their vocations. The college embodies its generous evangelical identity and at the same time is hospitable to other perspectives and traditions in its endeavour to support the unity of the Church.

The new Principal is to be congratulated in introducing a collaborative and transparent model of leadership, which is appreciated by staff and external stakeholders. This is enabling Ridley Hall to be more responsive in its emerging strategic priorities to the demand for more flexibility and diversity in both the training of its ordinands and lay people.

The recommendations in this report are offered to enable Ridley Hall to continue to flourish as a centre of high quality formation for ministry as it seeks to respond to its calling to resource the ministry of Christ's kingdom through missional and life giving theological formation.

PER Process and evidence

The lead reviewer visited Ridley Hall in June 2024 and met with the Principal. The reviewers visited Ridley Hall in March 2025 spending 3 days attending lectures, chapel worship, meals, meeting tutorial staff, some trustees and support staff. They observed a leadership meeting, hub meetings, Emmaus Journey Groups, a tutor meeting and a meeting of the trustees. The lead reviewer held on-line conversations with two sponsoring bishops and online conversations were conducted with DDOs, receiving incumbents, placement supervisors and former ordinands. During their visit the reviewers held conversations with all members of the Senior Leadership Team, a number of academic staff, the interim chaplain and some support staff, a variety of student groups and the leader of the spouses group.

Ridley Hall also made a comprehensive body of documentation available to the Reviewers in advance, including:

1. Self-evaluation: formational overview and educational SWOT commentary
2. Formational mapping document
3. Publicity material and a range of college handbooks
4. Staff policies / staff handbook
5. Teaching, management and support staff details
6. Overview of taught programmes including update on progress since the last PER
7. Teaching policies including APL policy, admissions policy, student handbooks
8. Governance structures, terms of reference, membership and minutes; audited report and accounts, risk register
9. Description of accommodation and development plans
10. Student statistics

The reviewers were very appreciative of the hospitality and the constructive openness with which both staff and students engaged with the PER process. They were thankful for the efforts made to ensure that all the documentation, access to online resources and any other requests for information were dealt with efficiently and securely. All the supporting documentation was made available in good time.

Summary of Outcomes

The report is written in relation to the PER Criteria in force for 2024-25 and available via the Ministry Development Team's quality assurance pages on the Church of England website.

Overall the Reviewers have **Confidence** in Ridley Hall and wish the TEI well as it continues to shape its future and serve the church and its ministry.

CRITERION	OUTCOME
A Formational Aims	Confidence
B Formational Context and Community	Confidence with Qualifications
C Leadership and Management	Confidence with Qualifications
D Teaching and Learning	Confidence
E Ministerial Formation	Confidence
Overall Outcome	Confidence

The review team regards Ridley Hall as fit for purpose for preparing candidates for ordained ministry.

Section A: Formational Aims

A1 The TEI's formational aims are clearly stated, understood and owned within the TEI.

1. In the formational scene setting document Ridley Hall describes itself as undergoing a period of change in which it is 'refining and recasting its vision'. That said, it states that it seeks 'to resource the ministry of Christ's kingdom through missional life-giving theological formation'. This is detailed as forming 'missional followers of Jesus by learning from scripture, teaching theology, practicing spiritual disciplines, serving the church and staying alert to the cultural moment'.

2. On its website it states the following:

'Ridley Hall is deeply committed to being a Christ-centred community, passionately guided by the Holy Spirit, where individuals are nurtured to grow in wisdom and actively prepare to proclaim Jesus Christ. Our mission is to provide rigorous training for both lay and ordained leaders from a diverse array of Christian backgrounds, thereby enhancing the renewal of the Church and contributing to societal well-being. We aspire for reconciliation through faith, aiming to restore communities and redeem neglected neighbourhoods through the transformative power of the gospel, which champions truth, justice, freedom, and new life across the globe.'

3. It goes on to outline its educational approach as one which 'integrates heartfelt worship and rigorous theological study in a supportive environment, empowering students to share Jesus' transformative love confidently with individuals, neighbourhoods, and communities'.

4. The website highlights three emphases as part of its formational aims, these are:

Community - Learning: stating that it 'fosters a nurturing environment where faith, wisdom, and leadership flourish. United by a shared purpose, students and faculty from diverse backgrounds support each other's growth, forming lifelong bonds and preparing for impactful Christian leadership through shared studies, worship, and service.'

Wisdom - Growing in Wisdom: stating that 'wisdom is central, pursued through rigorous theological study, reflective prayer, and community engagement. This holistic approach deepens understanding and insight, equipping students to navigate complex moral landscapes and lead with integrity, embodying Christ-like qualities in all aspects of life and ministry'.

Faith - Proclaiming Jesus: stating that 'Faith at Ridley Hall is foundational, shaping every aspect of our community and curriculum. It drives our commitment to deep theological study, personal spiritual growth, and practical ministry training. This strong faith foundation prepares students to live out and share the Gospel confidently and compassionately in diverse settings.'

5. Ridley Hall strives to be faithful to its open evangelical heritage and maintains its focus on training for ministry. This is supported by the material quoted above from its website. Furthermore, a draft document submitted to the PER team outlines Ridley Hall's objectives as:
 1. *Form Christian disciples to serve God through lay and ordained ministry, with rootedness in Scripture and tradition and openness to the Spirit's leadership for today*
 2. *Create, Sustain and Develop new opportunities for the Study of Theology and pursuit of Biblical Wisdom*
 3. *Facilitate a community rich with opportunity to practice spiritual disciplines and the seeking of good relationship with God and one another*
 4. *Become more sustainable, both financially and environmentally*

6. There are further reiterations of the vision, mission and values of Ridley Hall in the Formational Tutor Handbook:

Vision: *Becoming a beacon of Christian learning and formation*

Mission: *A community realising our calling to prepare leaders for the church*

Values: *Excellence, Community, Graciousness, Innovation, Sustainability*

7. A centre piece of Ridley Hall's formation programme and implementation of its aims is the inhouse Emmaus Programme however, its handbook does not include the college's formational aims, instead it states that the programme 'maps onto the Formation Qualities and Criteria of the Church of England.' That said, the content of the programme reflects the emphases of its formational aims.

Recommendation 1

The PER team Recommend that Ridley Hall clarifies its formational aims in one document and consistently refers to them on its website, internal documentation and in the Emmaus Programme Handbook.

A2 The TEI's formational aims are appropriate to the ministerial training requirements of its sponsoring church denominations.

8. The reviewers consider that the formational aims of Ridley Hall are appropriate to the ministerial requirements of the Church of England. This is supported by the mapping documents submitted as part of the PER process and the integration of the qualities for ministerial formation in the Emmaus Programme and in the Student Self-Assessment Form.

9. The Emmaus Programme is structured on the Formation Criteria and Qualities of the Church of England. The programme is wide ranging and comprehensive. It is embedded in community life through Emmaus Journey groups which meet for breakfast and prayer each week. These also provide a fruitful context for reflection on issues relating to formation and are led by a tutor. The

variety of attachments and placements provide another significant opportunity for students to learn and reflect on their vocation and ministerial formation.

10. Staff oversight of formation takes place in The Formation Hub which meets regularly to review the formation programme and feeds into the Leadership Team meeting. This facilitates a regular review process and ensures that all Ridley pathways are alert to reflecting any changes in church thinking and priorities.
11. Ridley Hall prides itself on its formational programme and the way in which it prepares students for the breadth of ministry in the Church of England. It stresses that it gives attention to the integration of academic learning and formation and the reviewers were impressed by the way this takes place in both the Emmaus Programme and classroom teaching through the CTF.
12. The development of missional, flexible, adaptive and diverse ministers is evidenced by the variety of ministries which Ridley Hall trains people for and the overall diversity of its students. Although Ridley Hall is strong on diversity in terms of gender, class and disability, it acknowledges that it needs to give more attention to racial justice and work harder at attracting students and staff from GMH and UKME backgrounds.
13. The overlap between the various tracks at Ridley Hall provides further enrichment with respect to the diversity within the formational experience it offers. Opportunities for students to engage with different theological perspectives and traditions is also achieved through the shared teaching and worship across the CTF.
14. Over recent years Ridley Hall has developed expertise and programmes in Youth Ministry, School Chaplaincy and Sport Ministry. These are important strands in Ridley Hall's lay ministry programmes and those on ordination pathways also benefit from the work and expertise in these fields. It is also indicative of Ridley Hall's responsiveness to new church thinking. This is characteristic of Ridley Hall's creative and imaginative approach and the reviewers were encouraged and impressed by Ridley Hall's ability to attend to changes in Church thinking, as evidenced in the partnerships established in its Ridley Lay Ministry and Catalyst 30K pathways, the emphases in its formational aims and its strategic planning.

Commendation 1

The PER Team commend Ridley Hall for its review processes regarding its formational programme.

Commendation 2

The PER Team commend Ridley Hall for its responsiveness to new church thinking

A3 The TEI's aims, activity and achievement are understood and supported by wider church audiences.

15. Both sponsoring bishops and DDOs expressed their confidence in Ridley Hall's formational programmes. Of particular note was the high quality of the theological education, producing ordinands 'who are prepared to wrestle with the issues' and are 'missionally switched on'. The attention to integration of learning and practice and the support for those from less traditional academic backgrounds was also affirmed. External stakeholders valued the supportive community life and the community's pattern of prayer. Overall, they shared their confidence in Ridley Hall and its current leadership.
16. With the appointment of a Marketing Lead, Ridley Hall has increased its presence in social media and continued to work on its website. The diversity of its pathways and the growth in training for lay ministry particular means that different recruitment strategies have been required for lay and ordained training. This is overseen by the Recruitment Hub which includes staff representing both Lay Training programmes and the ordination pathways. However, the reviewers were not aware of a recruitment and marketing strategy document and encourage it to develop one.
17. The website continues to be developed and feedback from students suggested that they found some of its features (the moving text and bright red coloured background) unhelpful. It is text heavy, and the reviewers suggest that inserting a welcome video and video material with ordinands sharing experiences from different pathways might enable those viewing the website to gain a more accessible impression of Ridley Hall's achievements, formation and its community.
18. Ridley also has a YouTube Channel, Facebook and X account. There is an option to sign up for a regular newsletter, updates and links to new website content. The YouTube material is limited and could offer more. It plans to develop a podcast which would further increase its profile and has the potential to become an important forum for exploring contemporary issues for the Church of England.

Recommendation 2

The PER Team recommend that Ridley Hall develops a marketing and recruitment strategy.

Recommendation 3

The PER Team recommend that Ridley Hall includes some video footage in its website and establishes a mechanism for feedback on the website from ordinands and those visiting Ridley Hall on Open Days.

Recommendation 4

The PER Team recommend that Ridley Hall develops the use of its YouTube Channel and takes forward its thinking on producing a podcast.

19. This year Ridley Hall has introduced a newly formatted Open Day programme which includes information about courses, placements and life in the community. It also includes opportunities for conversations with tutorial staff and members of the student community.
20. The Principal is very active in developing relationships with bishops and diocese and regularly preaches and speaks at events throughout the Church of England. This is an important channel for recruitment and helps to ensure that Ridley Hall's aims and programmes are understood by external stakeholders.
21. The RLM and 30K pathways bring a breadth of lay students studying through Ridley Hall including UKME/GMH students, a range of educational backgrounds and a balance of men and women. It is keen to build on this as an opportunity to develop ministers who are collaborative and prepared for the mixed ecology in the Church of England.

The review team has Confidence with regard to Criterion A: Formational Aims.

Section B: Formational Context and Community

B1 The TEI draws on partnership with theological educators in the region and local faith and community organisations to enhance formational opportunities for students.

22. Ridley Hall has a significant number of partnerships and looks to develop these further as it seeks to respond to the evolving strategic direction of the Church of England.
23. It was evident to the reviewers that Ridley Hall has good working relationships with the local dioceses, Ely in particular. The staff contribute to clergy days and preach in local churches. Through regular conversation with local dioceses, it is attentive to their needs for training and formation, and this shapes their strategic thinking, programme content and pathways. An example of this is the development of a part time daytime study ordination track (in partnership with Wescott House) and a fulltime non-residential pathway.
24. The placement and attachment opportunities are built upon good relationships fostered over many years. These extend beyond the local diocese to dioceses throughout the Church of England for longer placements taking place during vacations. The social context placements are enabled through Ridley Hall's extensive partnerships with hospitals, prison, schools, care homes and the armed forces.
25. The pathways for lay people in youth ministry, school chaplaincy and sports ministry have also fostered good relationships with dioceses, churches, and community organisations and Christians in Sport. The Catalyst 30K project works with 15 dioceses training local youth and children's volunteers and nurtures vocations for paid youth and children's work so that many Catalyst students move to a fuller training programme. In addition, Ridley Hall has also developed partnerships with London and Southwark dioceses to train their apprentices.
26. For its teaching and learning programmes Ridley Hall is part of the Cambridge Theological Federation (CTF - see Introduction and Section D). It has the closest working relationships in the CTF with Westcott House and Westminster College as they make up the majority of the students on Common Award programmes.
27. Ridley Hall has also fostered other partnerships to strengthen its formational programme, they include CPAS and New Wine for joint work in children's and young people's ministry. These partnerships are also being explored to enrich teaching on estates and rural ministry.
28. The Principal's work and research interest in mental health has enabled Ridley Hall to form a partnership with Sanctuary Mental Health and jointly bidding for funding to establish a hub focussed on teaching and research in this area. The Langham Partnership is also keen to partner with Ridley Hall in establishing a Langham scholar in residence programme. The reviewers were impressed by these exciting developments and the strategic attention given to the partnerships that Ridley Hall has established and is nurturing.

29. Ridley Hall has a relationship with St Philip's Centre in Leicester and the CTF partnership includes The Woolf Institute but the reviewers encourage Ridley Hall to establish opportunities for their students to engage more with other faiths. The reviewers also encourage Ridley Hall to develop more overseas partnerships. The Principal has already identified possibilities in this area and intends to re-establish others.

Commendation 3

The PER Team commend Ridley Hall for the partnerships it has established and is nurturing. These are strategically important for the enrichment of its programmes and the development of research for the whole Church.

Recommendation 5

The PER Team recommends that Ridley Hall develops its relationships with other faiths and overseas institutions. We recommend that engaging with other faiths is also included in its formational programmes.

B2 There are well understood and embedded practices of corporate life, so as to enhance the process of students' formation.

30. There are links to Ridley Hall's policies regarding community life, including safeguarding on its website and most of these are on the Intranet site too. The Employees Handbook contains all the relevant policies for staff and details of issues and updates are included. The reviewers are satisfied that Ridley Hall's policies are updated and reviewed regularly.
31. Ridley Hall's safeguarding policy and procedures are available on the college website but not listed on its Intranet site. Safeguarding is reported on to the Board of Trustees by the Safeguarding Lead- the Vice Principal, who has recently taken over this role. There is also a trustee who holds a safeguarding brief. It is a standing item on the weekly Leadership Team agenda.
32. Robust policies, procedures and guidelines are in place, according to the National Church Guidelines for TEIs. Ridley Hall works closely with the Diocese of Ely's Safeguarding Team and a Memorandum of Understanding has been signed with the Diocese to ensure that roles and responsibilities are clear.
33. Families with children are on site regularly and their presence is highly valued, nonetheless the reviewers advise that the College is clear about its safeguarding policy for spouses and visiting adults who might have contact with these children.
34. All tutorial and supervisory staff have an enhanced level DBS check every three years, with the child and adult barred list check if they are eligible.

35. At the May 2024 trustees meeting, a decision was made for all support staff to continue having basic checks. These are all up-to-date, or in process. It was also agreed that trustees should have a basic DBS check.
36. The safeguarding lead is also looking to introduce more awareness of safeguarding into the curriculum encouraging tutors to include reference to handling issues or reflection on safeguarding and related topics in their teaching.

Recommendation 6

The PER Team recommend that the Safeguarding Policy is more prominent on the College Website including the important contact details and that it appears on the Intranet Policy page.

Recommendation 7

The PER Team recommend that Ridley Hall ensures that spouses are confident and knowledgeable concerning safeguarding procedures and that they operate in accordance with this on site.

37. From external stakeholders and students, the reviewers heard of their experience of a supportive community in which ordinands received good pastoral care from staff and through peer group support. This is enhanced by both the Staircase Stewards system in which mutual support takes place in the shared living space and the Emmaus Journey Groups.
38. DDOs reported that tutors were available for conversation and overall issues were picked up and communicated appropriately. A new college chaplain has been appointed and will take up the post at Easter. Meanwhile an interim Chaplain is in post for two days a week. The Chaplain sits outside the reporting structures of Ridley Hall and offers confidential support to students.
39. In the college staff team, there is a good balance of age, gender, lay and ordained. Between them they have a wide experience of ministry, and this enriches their teaching and their ability as a tutorial team to be attentive to the formational challenges in today's church.
40. The diversification of pathways at Ridley Hall means that the community is a complex mix of communities formed around the individual pathways. This undoubtedly presents a challenge to building a sense of a one college community. The reviewers heard of a strong sense of community amongst ordinands. The Emmaus Journey Groups, rhythm of daily prayer and worship, eating together and the Thursday evening Communion Service attended by families and spouses/partners all help to engender and build a positive and enriching community. Some shared block teaching with RLM students and other areas of overlap are important in connecting together the communities centred on individual pathways. However, ordinands who live off site and are allocated college rooms for study space during the week were uncomfortable with these spaces being used for overnight accommodation for RLM students during block teaching.

Recommendation 8

The PER Team recommend that Ridley Hall seeks innovative ways of community building across its diverse pathways.

41. The student voice is well represented in the community. The Principal meets with the senior student weekly, who also gives a report to the trustees meeting. There is student representation on the Durham Academic Oversight Group as part of CTF which covers the CA programmes. The reviewers experienced good relationships and interaction between staff and ordinands with plenty of opportunities for conversation and contact throughout the week. There were no concerns expressed regarding the mechanisms for feedback action.
42. The spouses group (Spice) is supported by a lead spouse (Spice rep) and the chaplain; who is the link between Spice and the college. The Principal also offers to meet with Spice at the beginning of each academic year and offers further meetings if needed.
43. Families and spouses feel welcome in the community and part of it. Families live off site and are given a list of possible rentals to arrange their accommodation. They are welcomed and included in the Induction Programme and before coming to Ridley Hall partners receive a form which enables the Spice Rep to get in touch with them and meet up with them beforehand if possible. However, the reviewers heard how an opportunity for the spouses to meet as a group in Induction week would be appreciated.
44. Thursday evening communion and dinner are the main events in the week at which families and spouses are present and the meal is free to them. There is a Tots and Kids meeting whilst the Communion Service takes place, which is run by ordinands and includes some teaching. The spouses organise a meeting every other week at someone's house and an occasional social event.

Recommendation 9

The PER Team recommend that Ridley Hall have a nominated member of staff to meet with the Spice Rep once a term to ensure any concerns are listened to and their interests met.

Recommendation 10

The PER Team recommend that Ridley Hall includes in its Induction Programme a slot for spouses to meet together.

B3 The provision of public social and private living accommodation is satisfactory [see also E3 for teaching accommodation].

45. Ridley Hall occupies an attractive site near the centre of Cambridge. The majority of its buildings date back to its foundation and are Grade II listed. Hence maintenance of the buildings and infrastructure is challenging and costly, as is working towards the net zero target.

46. The social and private accommodation is adequate, although the majority of ordinand rooms have no ensuite facilities. Secondary double glazing is in place, but students spoke of difficulty in regulating the heating system. The social spaces were comfortable and versatile, and seminar and teaching rooms are well equipped with AV and IT provision. The dining room is spacious and the food of a high quality.
47. The chapel space functions well with chairs rather than pews providing the opportunity to move the focus of the worship and be creative in the space. It is well furnished and there are screens and the necessary equipment available to project texts, images and videos which also enable innovation and creativity.
48. Since the previous PER attention has been given to increasing access for users with disabilities. Lifts, stairlifts and ramps have been installed and there is accommodation and study space available to meet the needs of users with mobility or other disabilities.
49. The reviewers heard of the necessary work required to the building fabric and the brickwork and the maintenance of buildings and property infrastructure. They are satisfied that Ridley Hall gives due attention to the management and maintenance of its site.

B4 The TEI's corporate worship and liturgy are balanced in range and tradition, including authorised and innovative rites.

50. Ridley Hall's Interim Guidance For Worship states 'As a training college, we are committed to helping all our students to become familiar with the breadth of the Anglican tradition – with the red book, with robes, with BCP, but also with charismatic worship and less formal forms of worship, as well as with the riches of the Anglican Communion'.
51. Attendance at Morning and Evening Prayer is compulsory for ordinands and takes place in the chapel on Tuesday, Wednesday, and Friday. Monday morning prayer is held in Staircase groups and Thursday in Emmaus Groups. The encouragement to students to be creative and explore the breadth of the tradition is captured in the guidance for worship which states 'There is space in all our services – morning and evening prayer, all-age and eucharistic services for creativity, to experiment (within reasonable boundaries!) and to include things like space to listen to the Spirit, words, prayer ministry, blocks of sung worship, testimonies, prayer for one another in small groups, as well as to explore the sacramental riches of higher church tradition'. Those leading Morning Prayer on Wednesday are particularly encouraged to be creative and make use of different liturgies whilst maintaining the day's readings as core to Ridley Hall's practice of reading Scripture and include some form of intercession. On Friday mornings there is a short homily or reflection on the reading(s) from Scripture delivered by an ordinand. There is a BCP communion service on Wednesday morning at 7.30am. Evening prayer follows the Daily Prayer red book and there is College Communion on Thursday Evening with a sermon.

52. While the reviewers were present, it was BCP fortnight and there was a CTF Holy Communion Service for Ash Wednesday led by Westcott House at Great St Mary's Church in the centre of Cambridge. The reviewers attended morning and evening prayer, and the Thursday Holy Communion Service. The worship the reviewers attended was well led, thoughtful, included a range of music styles and some well-crafted preaching.
53. There is excellent guidance on leading morning and evening prayer and planning a service of Holy Communion and the Interim Guidance Document offers students encouragement and helpful advice on how they can be innovative and creative within the tradition. The reviewers recognise that Ridley Hall plans to make some changes to the way that worship happens and institute a Chapel Committee, however they want to affirm much of the current practice.

Commendation 4

The PER commend the encouragement given to ordinands in the discipline of daily prayer and worship together, to be innovative, and creative and explore the breadth of the Anglican tradition.

B5 Staff model an appropriate pattern of spirituality, continued learning and reflection on practice.

54. The reviewers observed good positive interactions between staff and students in social and learning settings. The Emmaus Journey Group breakfast, prayer and reflection provides a good forum for these relationships to develop and facilitates a deeper appreciation of different spiritualities, theological traditions and theological reflection within the community.
55. Staff attend morning and evening prayer and are on the preaching rota at the Thursday Holy Communion service. They are involved in the life of their local church and contribute to worship in that context and the wider church through their scholarship and contribution to tasks groups and working parties.
56. The documentation submitted to the reviewers noted the following characteristics of the pattern of life Ridley Hall's staff seek to live out. In participating in and leading worship and prayer, 'they seek to model openness to the Spirit and hold together spirit, word and liturgy'. Furthermore, there is encouragement to model grace, kindness, transparency and openness. The reviewers experienced a staff team who were indeed committed, enthusiastic, open and kind in all of their interactions with us.
57. The staff at Ridley Hall have significant expertise in their subject area and are dedicated to study and research. They publish their research, and this enriches the theological learning within the community and the wider church. Due to the current staffing levels in TEIs and the level of staff workloads and commitments, time for research is often squeezed. There is provision for staff study leave every 4 years, and encouragement for them to apply for research grants that include

releasing staff to conduct their research with provision for their teaching and other responsibilities to be covered within the funding.

58. The reviewers consider the academic expertise and rigour of Ridley’s staff alongside its relationship with Cambridge University to be an important strength. For these reasons, Ridley Hall is well placed to educate and train future theological educators and engage in significant theological research in the interests of the Church of England. However, the reviewers are aware of the perception that this is not currently strongly supported given the growing numbers of ordinands on part time training courses and encourage Ridley Hall to advocate its case for this more strongly.
59. The Principal and leadership team are reviewing the various pathways and identifying any overlap so that more efficient use of staff teaching time can be achieved. It is also the case that Ridley Hall makes a significant contribution to CTF teaching and there are considerable administrative responsibilities which have to be covered to maintain this partnership.

Commendation 5

The PER team commend the emphasis on academic research and excellence within the staff team.

Recommendation 11

The PER Team encourage the staff team to seek out different sources of research funding and partnerships.

The review team has Confidence with Qualifications with regard to Criterion B: Formational Context and Community.

Section C: Leadership and Management

C1 The TEI has clear and effective governance structures.

60. Since her appointment, the Principal has instigated a significant and positive change to the structure and membership of the Leadership Team. Characterised to the Reviewers by various individuals as previously being led by a small, tightly knit group, the Leadership Team now has the necessary breadth of membership (Academic, Pastoral, Financial, Facilities) that allows collaborative cross-functional decision making across all aspects of Ridley Hall's operations and strategic direction.
61. Ridley Hall students annually elect a Senior Student. It was very evident to the Reviewers that the then current holder of that position carried the confidence of students and staff alike. She was appropriately consulted, as a trusted stakeholder, by the Leadership Team members on matters relating to students.
62. DDOs provide effective stakeholder engagement primarily through their interaction with Ridley Hall staff on matters relating to their ordinands. The Reviewers noted DDOs' confidence that any issues they raised would be addressed well.
63. The Reviewers were able to speak with two sponsoring bishops. As both were relatively new in post, their insights as stakeholders were limited. However, they were positive about sending ordinands to Ridley Hall and it was evident that they appreciated its strengths as a TEI. They also expressed a keenness to visit Ridley Hall and spend time with both students and staff.
64. The Principal, by virtue of her background and continuing involvement in other areas, has strong connections with senior leaders across the Church of England, and thus brings the stakeholder voice of the National Church to Ridley Hall. This is supplemented by the two bishops who serve as Trustees and the TEI's two General Synod observers (one of whom is also a Trustee).
65. The exercise of governance by the Trustee Board is very well structured and organised. It is supported by four core committees: Finance ("FC"), Education & Formation ("E&FC"), Development & Fundraising ("D&FC"), Executive ("EC"). All Trustees serve on one of the first three of these. In addition to being a member of the FC, the Trustees' Chair has ex officio right of attendance at the E&FC and D&FC. The EC is chaired by the Trustees' Chair and has the chairs of the other three committees as its members. In addition, there is a Nominations Committee which is formed and meets on an ad hoc basis as and when required, and one of the Trustees takes additional responsibility for Safeguarding. All the committees have clearly defined Terms of Reference set out within the excellent Governance Manual. Trustee Board meetings are normally held quarterly in the afternoon, preceded by parallel meetings of the FC, E&FC and D&FC in the morning and a meeting of the EC over lunch. Safeguarding is reviewed annually by the Trustee Board.

66. The Principal, appropriate Leadership Team members, academic team administrators and the Senior Student participate in Trustee Committees relevant to their roles. The Principal, her PA (who serves as Board secretary), Vice Principal and Senior Student attend Board meetings.
67. Ridley Hall has a comprehensive suite of policies and procedures, including on Safeguarding. Those which are uniquely related to staff are set out in an Employee Handbook, while others are easily accessible on the Ridley Hall website. As with the Governance Handbook, all are written with commendable clarity and are kept up to date.

Commendation 6

The PER Team commends the clear and effective structuring and conduct of Trustee Board and Committee meetings.

Commendation 7

The PER Team commends Ridley Hall's comprehensive and clearly expressed set of policies and procedures.

C2 The TEI has effective leadership.

68. The Reviewers noted the Principal's deeply held commitment to collaborative working. Alongside this they heard from several sources how she has successfully addressed various inherited issues, evidencing her ability to be appropriately directive when occasion requires.
69. The cultural transition experienced by Ridley Hall staff is considerable. While the Reviewers heard consistent expressions of welcome for the change, it will take time for it to be fully assimilated throughout the organisation. The Leadership Team members themselves recognised that, as a group, they were still bedding down, learning what to bring to their meetings and how they related to one another.
70. In attending a Leadership Team meeting, reviewers noted that this was a large team comprising of all those with responsibility for various aspects of Ridley Hall's community life. Whilst this facilitates good communication and collaboration, the reviewers observed that some members contributed disproportionately more to the meeting than others. Furthermore, the reviewers suggest that the relationship between the Leadership team and the Tutor Group requires some reflection. The reviewers note that there is a significant overlap between staff in both groups and some tutors expressed concern regarding the strategic alignment between the two.
71. The Leadership Team normally meets weekly. Its meetings are clearly and appropriately minuted, with actions being assigned and a disciplined practice of following up on actions at subsequent meetings. Safeguarding is a standing item at these meetings.
72. The extent of change has been so far-reaching that some refinement of job role definitions in the short term will probably be necessary, with, once finalised, the new Business Plan's requirements

(for which refer to Section C4), being a further consideration. Particular cases in point highlighted to the Reviewers were (a) the breadth of the Vice Principal’s leadership responsibilities and (b) clarifying the arrangements for providing cover for the Principal when she is away.

73. The Reviewers noted mutual respect between the Principal, the Leadership Team and the Trustees, underpinned by a cordial and motivational working relationship, a proper understanding of the delineation between their areas of responsibility and a shared commitment to excellence in the TEI.
74. The FC chair is mentoring the Finance Manager in a manner that is both provided and received as non-intrusive. That this is necessary surprised the Reviewers given the Finance Manager’s 16 years of service at Ridley Hall but is taken by the Reviewers as indicative of the constrained manner in which he was allowed to participate in Ridley Hall’s leadership in the past.
75. The Reviewers were surprised to note that the Trustees’ Chair has a weekly meeting (normally by phone) with the Principal, continuing a practice that existed with the previous Principal. While there was no indication that this blurred the boundary between the exercise of Trustee governance and operational management, the frequency of these meetings should be reviewed.
76. Trustee Board meetings are clearly minuted, with actions being assigned, though not all are time-bound.
77. During the PER various groups involved in the life of Ridley Hall, including the Leadership Team and various Trustees, were asked what its USP was. After initially struggling to express it, all eventually arrived at a reasonably consistent response to the effect that Ridley Hall is a Cambridge-based open evangelical TEI committed to academic and formational excellence. Being able to clearly and confidently express this is fundamental to promotional activities. It is also foundational to having clarity regarding the TEI’s strategic direction.
78. Preparation of the new Business Plan has been led by the Principal in consultation with all staff and Trustees. There is thus a degree of familiarity amongst Trustees and senior leaders with the strategic direction it sets. The Principal and leadership team has similarly prepared a very well-structured, coherent and clearly-expressed “Ridley Vision, Mission, Identity, Values, & Distinctives” defining document which Trustees wholly endorsed in their 19/3/25 Board meeting.

Commendation 8

The PER Team commends the restructuring of the Leadership Team undertaken by the new Principal and its collaborative working modelling to Ridley Hall’s staff and students.

Commendation 9

The PER Team commends the “Ridley Vision, Mission, Identity, Values, & Distinctives” defining document.

Recommendation 12

The PER Team recommends that the journey of embedding a collaborative culture across all aspects of Ridley Hall’s collective life be sustained, with particular attention being given to growing the confidence of all Leadership Team members, open communication from the Leadership Team to other staff members and refinement of job role definitions.

Recommendation 13

The PER Team recommends that the breadth of the responsibilities currently held by the Vice Principal be reviewed and appropriate action taken to ensure all aspects can be adequately resourced.

Recommendation 14

The PER Team recommends that arrangements for covering periods of absence by the Principal be formalised.

Recommendation 15

The PER Team recommends that the frequency of the current weekly meetings between the Trustees’ Chair and the Principal be reviewed.

Recommendation 16

The PER Team recommends that the Trustee Board ensures all minuted actions include either a required completion date or a progress review date.

C3 Trustees are appropriately recruited, supported and developed.

79. Under the current governing documents, the Ridley Hall Trustee Board is required to have 12 to 15 members. As of the conclusion of the 19/3/25 Board meeting it had eleven members, and the meeting decided to move ahead with the appointment of a twelfth. (In the following paragraphs it is assumed that that appointment will proceed, though it was observed that a vote on the appointment was not actually taken in the Board meeting). Members are appointed for five-year terms of office and may serve two successive terms before having to retire. The chair’s second term of office expires in January 2026, and the Trustees have initiated action to recruit a successor. One of the other members will retire in 2028, a second in 2029 and a third in 2030. The other eight Trustees will all be on their first term of office and, if they all are re-elected by their fellow Trustees to serve a second term, their retirement dates will span 2031-2035.
80. The Trustees recognise, and are concerned to address, the gender imbalance in their current membership (four female and eight male), and this was one factor in deciding against proceeding to appoint a further male nominee in the 19/3/25 Board meeting. The clergy and lay membership is fairly balanced. The latter all have professional backgrounds, so societal diversity is limited. As

was the case with the 2019 PER, Trustees are almost all from the Southern Province, the Bishop of Sheffield being the sole exception. There is one GMH Trustee.

81. The Trustee Board Skills Matrix 2025 showed Trustees bringing many great skills and expertise to the Board but leaving acute gaps in various areas. These gaps include “Fundraising Strategy and Bids” and “Buildings and Facilities Management”, both of which are critical to the immediate challenges facing Ridley Hall.
82. In a meeting with a couple of Trustees, it was indicated to the Reviewers that adding someone with direct TEI working experience was not considered to be a priority. By contrast, the Leadership Team expressed concern to the Reviewers on this aspect, particularly in relation to education advocacy.
83. The Board undertakes succession planning for its membership. The ability of the Trustee Board to rebalance its membership in response to the points noted above is constrained by the cycle of elections and re-elections to the Board, though some opportunities do arise from the early resignation of individual Trustees. The Board is considering co-opting suitably skilled and experienced individuals to its committees.
84. The recently reviewed induction programme for new Trustees is very well structured, with opportunities to acquaint themselves with Ridley Hall and meet with key staff members. It is further supported by the excellent Governance Manual. Safeguarding requirements are properly considered.
85. New Trustees are allowed to familiarise themselves with the operation of the Board’s committees before deciding upon which they would like to join. This approach may not result in the best balance of committee membership.
86. There is an annual session for Trustees on safeguarding and they are briefed on Charity Commission requirements and changes in employment law.
87. Trustees demonstrated a high degree of personal commitment to Ridley Hall’s future through their involvement in the work of the Board and its committees and their engagement with fellow Trustees, the Principal and Ridley Hall team members attending the Board meetings. There is evident pride in their association with Ridley Hall as a centre for excellence in theological education and ministerial formation.
88. The Reviewers heard that the Trustees, as a group, consider themselves to be closely involved in the life of Ridley Hall, and this was undeniably the case with some such as the Trustees’ Chair and the FC Chair. However, the Reviewers also heard the Leadership Team express concern that the general involvement of Trustees in the college needed to be strengthened.

Commendation 10

The PER Team commends the quality of the Trustee induction programme.

Recommendation 17

The PER Team recommends that the flexibility allowed in the governing documents to have up to 15 Trustees is utilised to add expertise in “Fundraising Strategy and Bids” and “Buildings and Facilities Management” to the Board as a matter of urgency.

Recommendation 18

The PER Team recommends that a task and finish group of, say, three Trustees and three Leadership Team members be formed to reflect on the engagement of Trustees in the day-to-day life of Ridley Hall and agree practicable measures to address concerns.

C4 The TEI has effective business planning and fundraising.

89. Ridley Hall revised its corporate structure in 2014. Inspection of its filings with Companies House since then show that, once exceptional items of income and expenditure are discounted, it has shown a surplus in only one of the 10 reported years. The accumulated deficit, with exceptional items excluded, over that period is £1.6m. In 2023/4 the Trustees vacated and sold an off-site residential property. The £671k proceeds have significantly improved Ridley Hall’s liquidity, which stood at £698k at the end of the 2023/4 financial year.
90. There is good discipline in submitting filings to Companies House and the Charity Commission on time.
91. The 2023/4 annual accounts record the carrying value of Ridley Hall’s freehold property as £3.8m. There has not been a programme of periodic revaluation. By comparison, the current insured value is £29.5m. While there is no fixed frequency by which properties should be revalued under UK accounting standards such as FRS 102, properties should be revalued with sufficient regularity to ensure that their carrying amount does not differ materially from their fair value at the balance sheet date. This often means revaluations are done every 3 to 5 years, but it can be more frequent if there are significant changes in market conditions.
92. The Reviewers were advised by some FC members that they were unaware of when the contract for Ridley Hall’s accountants and auditors was last retendered. It would be opportune to do so as consideration is being given by the Trustees to setting up a trading subsidiary.
93. Following the appointment of the new Principal, there is good focus on managing costs and ensuring there is comprehensive up-front financial evaluation of new initiatives. Cost management action has included regularising inconsistent pay and conditions of service practices and has required commendable determination by senior leadership to make difficult decisions. Action has also been taken to revise certain fees, though this needs to be embedded into an annual discipline of fees review.
94. Some aspects of cost control are limited by the capacity of Ridley Hall’s maintenance team. For instance, the Reviewers noted there was general awareness of unresolved and wasteful problems

with the heating system (failed thermostatic radiator valves causing radiators to be fully on and room temperature being consequently controlled by opening the secondary glazing).

95. Cashflow management is rightly treated as a priority within the budgeting and management accounting practices, and the impact on cash reserves of operating surpluses or deficits is clearly identified in management accounts.
96. The Reviewers noted evidence of appropriate involvement of the Leadership Team and Trustees in the 2024/5 budget setting process, and there is a structured process for its approval.
97. Management accounts are produced monthly and are structured consistently with the budget. They are reviewed with the Principal and the FC chair, and a summary provided to the Leadership Team. Budget holders receive detail breakdowns for their areas of responsibility. Quarterly reports are reviewed by the FC, with those at the end of the second and third quarters including year-end forecasts. A quarterly summary is provided to the tutorial staff.
98. The overall cost of employment (salaries, NI, pension and other benefits) is inevitably a dominant component of Ridley Hall's cost base. In the way the management accounts are constructed, these are generally combined with other items of expenditure relevant to the functions the staff undertake. It is thus not possible to delineate between staff and non-labour costs.
99. Whilst, as already noted, attention is now being paid to the up-front financial evaluation of new initiatives, the Reviewers did not find evidence of a periodic quantitative evaluation of the financial performance of individual academic pathways and other income streams. The need to rent accommodation space elsewhere in response to higher-than-planned take-up of partial-residential pathways imposes a significant penalty on both those pathways and Ridley Hall's overall finances.
100. Residence-based income streams are capacity constrained by the built infrastructure and are at risk in the medium-to-long term unless significant action is taken to improve the standard of accommodation. There is recognition of the need to invest in the site, though focus is weighted towards addressing issues identified in the most recent quinquennial inspection.
101. The combination of the opportunity-awareness and creativity of Ridley Hall's staff has led to the opening up of several new income streams. Further diversification, besides being a natural expression of Ridley Hall's ethos, is recognised by Trustees as vital to strengthening its financial sustainability. They also recognise the risks of over-stretching resources, handling too much change simultaneously and moving away from core competences.
102. With its financial history, it is essential that Ridley Hall achieves a position of financial sustainability within the next five years. This is recognised by the Leadership Team and the Trustees. A new combined five-year Strategic Plan and three-year Business Plan is currently being finalised. However, as the current academic year is Year One of these plans, by the time they are completed they will actually be a four-year Strategic Plan and a two-year Business Plan.

103. The Reviewers were surprised to note that achieving financial sustainability had not been included as a strategic goal within the draft Strategic Plan and Business Plan. They agreed that “Academic & Formational Excellence” was rightly a strategic goal, but the other two strategic goals listed (“Diversification” and “Optimise Use of Assets”) should be considered as components of achieving financial sustainability.
104. The Reviewers were similarly surprised that the draft Business Plan did not reference the range of ordinand numbers for which the current block grant amount applies, and the implications of deviating beyond that range.
105. The Trustees are basing their strategy around maximising the use of the existing site in combination with on-line and partnership academic pathways. As already noted, this requires investment in the fabric. Funding this would go beyond the affordability based on current reserves and income streams. Grant opportunities for buildings (other than for net zero, which the Trustees are pursuing) are limited and so the Trustees have rightly identified, in addition to income stream diversification, the need to focus on fundraising and donations. The Reviewers noted evidence that activity in this area needs to be considerably strengthened.
- The Reviewers were informed that, at a fundraising dinner hosted by Trustees in 2024, no ask was made of attendees for donations.
 - Ridley Hall staffing for fundraising is limited to 0.2 FTE in the current financial year.
 - The retiring D&FC Chair and Ridley Hall’s Marketing Lead were the only attendees at the D&FC meeting on 19/3//25, and that was the first meeting of the committee since 29/5/24.
106. While intentional investment of time and resource in fundraising is necessary, success cannot be guaranteed, and thus a Plan B must be included in the Business Plan. The Reviewers were gratified to hear from some members of the FC that, if necessary, they would be open to considering sale of the existing site and relocation.
107. A risk register is maintained and there is a practice of review by Trustees and the Leadership Team. There are opportunities for improvement as follows:
- Separation into individual entries instances of multiple risks being grouped together as a combined entry.
 - Replacement of “Mitigation” column with “Current Controls and Monitoring” and “Planned Actions/Comments”
 - Addition of dates showing when the register was last reviewed by the Leadership Team
 - Addition of accompanying table showing risk scoring scales
 - Correction of Likelihood x Impact calculation errors.

Commendation 11

The PER Team commends the Trustees, Principal and Leadership Team for the action taken to improve Ridley Hall’s liquidity, its focus on cost management and the introduction of comprehensive up-front financial evaluation of new initiatives.

Commendation 12

The PER Team commends the transparency with which financial information is shared at an appropriate level with staff and Trustees.

Commendation 13

The PER Team commends the staff of Ridley Hall for their opportunity-awareness and creativity, which have led to the establishment of several new income streams and provides the basis for further income diversification.

Recommendation 19

The PER Team recommends the following improvements be made to Ridley Hall’s business practices:

- 1. For 2025/6 onwards, the budget and management account expenditure lines are restructured to separate costs of employment (for both directly employed and contract staff) from non-labour costs. In both cases these should be broken down into groups such as “Academic”, “Administrative”, “Facility Management”.**
- 2. The fully absorbed cost of each primary academic pathway and other income stream (such as the Studio Summer School letting) is assessed annually (based on the planned number of students/participants with a sensitivity analysis for variations in those planned numbers), an understanding of breakeven points established, and improvement action taken as appropriate.**
- 3. A discipline of annually reviewing and revising fees is instituted.**
- 4. The financial assessment process for new initiatives is broadened and documented in the form of business case criteria against which proposals may be consistently evaluated and prioritised.**
- 5. Freehold property is re-valued at least every five years, commencing with the 2024/5 accounts.**
- 6. The accountants and auditor contract is retendered for 2025/6, and then retendered at set intervals of, say, every five years.**

Recommendation 20

The PER Team recommends that Ridley Hall's 2025/7 Business Plan be finalised and approved no later than July 2025, and that it includes the following:

- 1. Substantial strengthening of the approach to fundraising, with stretch goals and increased resourcing.**
- 2. The transition from reactive to preventative maintenance.**
- 3. A medium-to-long term site improvement strategic plan, with indicative costings.**
- 4. A clear implementation plan with timescales, assigned ownership and measurable outcomes for its constituent elements.**

Recommendation 21

The PER Team recommends that a 2028-31 Business Plan be established and approved no later than July 2028. In parallel with this, the Strategic Plan should be revised and extended to cover the period through to 2031.

Recommendation 22

The PER Team recommends the Trustees, as a fall-back strategy, develop a Plan B based on sale of the current site and investment in alternative facilities and/or amalgamation with another TEI.

Recommendation 23

The PER Team recommends that the Risk Register structure be improved.

The review team has Confidence with Qualifications with regard to Criterion C: Leadership and Management.

Section D: Teaching and Learning

D1 The TEI offers programmes appropriate to the sponsoring church's ministerial training needs.

108. As outlined in the Introduction, Ridley Hall offers a number of taught programmes, as follows:

Common Awards, University of Durham

109. As part of the Cambridge Theological Federation, Ridley Hall offers the following taught programmes through Common Awards. For students with no previous theological education:

- Foundation Award
- Certificate in Higher Education
- Diploma in Higher Education
- Bachelor of Arts

110. For students with a previous degree in theology:

- Postgraduate Certificate
- Postgraduate Diploma
- Master of Arts

Bachelor of Theology, University of Cambridge

111. Ordinands with a previous degree in any discipline awarded with at least high upper second-class honours may enrol for the BTh degree which is validated by the University of Cambridge and taught by members of the Divinity Faculty and the CTF.

112. Ordinands training at Ridley Hall can also read for the Tripos, MPhil, and PhD through the Faculty of Divinity with the support of the Candidates' Panel or the Research Degrees Panel.

113. Formationally, being part of the Cambridge Theological Federation is a good premise for Ridley Hall, offering staff and students a wider scope for engagement with diverse theological scholarship and traditions (including modules such as the Bible in Context, and Methods in Modern Theology).

114. In conjunction with Westcott House's formation lead, Ridley identified that more training on what it means to be Anglican would be helpful for ordinands. For the last few years, Ridley have included sessions on the formation programme around Anglican identity, history, church governance, etc, and alongside that, also delivered in-house sessions to consider what evangelical identity might mean within the current context of the Church of England.

115. There is a strong formational programme at Ridley, which prepares students for the breadth of ministry in the CofE, with particular attention to character formation, leadership and mission. The integration between academic and formation aspects of training remains a priority at Ridley.

116. Furthermore, the CTF offers an ecumenical environment that builds diversity and challenge into curriculum and interactions through joint teaching and exposure to different theological and

church traditions. Whilst Ridley is a broad evangelical college, it is evident that the college is keen to support the unity of the Church. Despite wider disputes in the CofE, the Ridley community holds together students and staff with different views on contentious issues but choose to focus on what they have in common, amongst which is a common desire for mission.

117. As with other residential TEIs, Ridley has identified some risks moving forward, primarily to do with the seemingly continuing trend in a reduction in full time residential training. For example, Ridley are aware of the need for a review of their recruitment processes and have made some progress with a number of initiatives (such as Taster Days, DDO Open Days and Ordinand College Open Day; and the use of Catalyst30K online). Ridley are also reviewing their educational provision, considering different options (including the development of a more simplified curriculum, and one that makes better use of the rather unique positioning of Ridley as part of the CTF).
118. As a result of recent changes, Ridley seems poised for new things; it continues to work on maximising and articulating succinctly yet coherently its USPs. The online presence of Ridley Hall is varied and noticeable, though in lacking one clear value proposition (strapline) however, the reviewers note that a strap line has been proposed in the new vision documents and has yet to be integrated into all of its public facing documents.

Commendation 14

The PER Team commend Ridley Hall for the commitment shown to sustaining some high levels of theological education that are delivered by diverse learning pathways, integrated with the CofE ministerial training requirements. This is essential in equipping the whole Church.

Recommendation 24

The PER Team recommends that Ridley Hall develops further its relationships within the CTF and indeed with Cambridge University. We recommend that the recruitment and curriculum reviews do continue, to ensure sustainable levels of educational provision, in breadth, depth and context.

D2 The TEI's taught programmes are appropriately resourced, developed and quality-assured.

119. The Ridley Hall taught programmes are quality-assured via Ministry Team, Durham and the University of Cambridge processes (and, since March 2023, by the Office for Students for certain quality and standard assessments), and the college engages in annual self-evaluation.
120. Ridley is home to a strong, if small, academic team with a good proportion of research-active tutors, and relatively strong connections with the university of Cambridge. This means that Ridley tutors deliver theological education, and also contribute to Anglican theological work, at a time when confessional theology is increasingly under threat.

121. However, the college has experienced a significant turnover of teaching staff and leadership since the previous PER. Notable new staff appointments include Revd Fiona Green as Vice-Principal in 2019, Revd Preb Dr Isabelle Hamley as Principal in 2024, and Revd Dr Deborah Davies as new Tutor in Mission and Pioneer Ministry in 2025. In addition to full-time appointments, Ridley continues to employ a range of adjunct lecturers, especially to deliver on-line and block week modules.
122. Ridley has also effected a restructure of administrative staff whereby a dedicated Student Administrative Services team was created in 2019. The SAS team offers support for students throughout their involvement with the college, from initial enquiries, through to graduation and alumnae relations. The team offers support for students with SpLDs and those who require screening for SpLDs. At the time of this report, a new interim lead has now been put in place and will be in college for a regular day per week.
123. Staff handbooks cover a wide spectrum of responsibilities in clear and bounded terms (including availability, absence, formational groups, meeting and conversation structures and boundaries, liaison between support staff including SpLD provision, conduct and discipline, financial matters, illness and referrals; sensitivity and confidentiality).
124. Ridley is not unique, alas, in identifying the need for increased resources in supporting staff development and staff wellbeing. From interviews with academic staff, the panel have noted a genuine desire for increased research activity; yet, at the same time, some staff seem excessively stretched, leaving them with limited capacity for research. This is primarily driven it seems, by some complex administrative burdens on academic staff, related to the complexity of the Ridley provision (CTF, Cambridge University, Durham Common Awards, et al).
125. Whilst presenting some challenges, the unique location of Ridley offers its students a broader access to learning means (even beyond their curriculum, such as auditing University of Cambridge modules) and learning materials (for example via the wider CTF and University libraries).
126. Furthermore, from interviews with staff and students, it seems evident that Ridley is closely tuned into the support needs of students (both in terms of learning and teaching as well as their wellbeing) and are keen to offer support as needed. Improved clarity of the SpLD support would be welcome. Formal student feedback from 2024 shows no data linked to both SpLD and general disability support.

Commendation 15

The PER Team commend Ridley Hall for the dedication that all staff demonstrate in ensuring the best learning and teaching experience for their students.

Recommendation 25

The PER Team recommends that Ridley reviews staffing structures to ensure the sustainability of the education provision *specific* to Ridley Hall in light of the wider academic context in Cambridge, which should be strengthened overall.

D3 There is a good mix of teaching and learning styles and assessment methods, and students are engaged.

127. As part of the Cambridge Theological Federation, Ridley Hall offers educational pathways through the Common Awards programme of the University of Durham and the Bachelor of Theology partnership with the Divinity Faculty of the University of Cambridge. Ordinands training at Ridley Hall can also read for the Tripos, MPhil, and PhD through the Faculty of Divinity with the support of the Candidates' Panel or the Research Degrees Panel.
128. Ridley is part of the Common Awards Group of the CTF along with Westcott House and Westminster College. The Directors of Studies of these houses act as Programme Managers to deliver all Common Awards teaching.
129. Ridley trains people for many different ministries together, with an overlap between different tracks (ordinands, youth, children and family ministers, sports ministry, and chaplaincy). The delivery of learning and teaching is varied, with a combination of full-time and part-time; residential and non-residential (with on-line and hybrid modules as a permanent feature); in-person teaching (block-week teaching during the terms available to both residential ordinands and non-residential independent students).
130. Ridley has identified academic rigour and depth as a strength, offering a range of options for training that enables the College to cater for different academic backgrounds (from students who come with very little prior learning experience and may have complex educational needs, to those seeking a high level of academic challenge and undertaking the TRIPOS/MPhil track).
131. Student feedback is encouraged at Ridley, and the data from 2024 is overall positive, with Ridley scores being largely in line with the national picture. Ridley scores higher than other TEIs in some areas, more notably the relevance of the course in relation to life and ministry (100% positive feedback from Ridley students, cf with 95.5% other TEIs); the effectiveness of placements (100% cf 93.2%); support for academic matters (100% cf 94.5%); and community /belonging (100% cf 86.9%). The student feedback also suggests that Ridley could usefully give attention to issues of identity, tutor advice on facilitating improvement and acting on student feedback.
132. Whilst the Ridley staff team lacks ethnic diversity, the college has made efforts to act on student feedback. One example is that it has undertaken to seek out more diverse applicants, though without success yet. The college acknowledges that 'a wider conversation is needed within the CTF on how we may nurture more diverse vocations into teaching'. Furthermore, the college has

also taken steps to address elements of diversity, for example by implementing a mentoring/study support programme that aims to facilitate ‘the better flourishing of those coming from underrepresented educational backgrounds, and from GMH backgrounds with pedagogical approaches different to those with which some of this cohort were more familiar’; and the Principal offers a meeting with GMH ordinands every term as a safe space where issues can be freely raised and solutions found. Ridley has also organised a college day to explore questions of race awareness, discrimination and ministry within multicultural Britain, followed by a staff training session earlier in the year. Work has also started on decolonising the curriculum and modelling diverse ministry and practice (for example the use of Kenyan Eucharistic liturgy; and Tamil songs in worship).

Commendation 16

The PER Team commend Ridley Hall for the dedication staff demonstrate in sustaining varied approaches to teaching and learning; and for facilitating a strong sense of belonging amongst the Ridley community.

Recommendation 26

The PER Team recommends that Ridley Hall actively engages in reviewing the overall CTF provision with a view to consolidate and better integrate responsibilities over curriculum design and development, alongside related administrative requirements.

The review team has Confidence with regard to Criterion D: Teaching and Learning.

Section E: Ministerial Formation

E1 The TEI's programme of ministerial formation enables students to grow in their love for God.

133. Ridley Hall offers residential training to enable the ministerial formation of ordinands through a number of pathways in an intentional broad and welcoming Anglican evangelicalism, where the students grow in their love of God, through rigorous study with their minds, pastoral development of their hearts, excellent worship with their spirits, and a well-rounded community experience for the whole person. The training has a missional and biblical focus that benefits from the training of students on the Ridley Lay Ministry course, the Catalyst course, and the long-standing Children and Youth Ministry course. The Emmaus Programme ensures that all students belong to a prayer group that meets on Thursday mornings in term time, which provides stability over the length of training and the opportunity to share deeply in a context of trust on matters concerning ministerial formation, and learn through critiquing each other's sermons, with the oversight of a tutor. The Emmaus programme also provides formational study on Friday mornings, delivered by internal and external tutors, covering a wide and deep range of topics.
134. The worship of the community centres on the chapel where ordinands are expected to attend Morning and Evening Prayer daily, and the Communion service on Thursday evening, with attendance modelled by the staff, with a high level of responsibility taken by ordinands in their tutor groups. The reviewers attended during the two weeks each term when the Book of Common Prayer is used, and were impressed by how the students embraced it alongside other more informal styles of worship. The worship felt alive and engaged, led carefully and thoughtfully, with good preaching both at the communion service (a staff member), and morning prayer on Friday (an ordinand). Opportunities to worship using world church liturgies were a significant part of the termly mix. Feedback was clear and helpful for ordinands learning to lead worship in life affirming ways and an atmosphere of critical friendship.
135. At the time of the PER visit a new chaplain (0.5 fte) had been appointed to begin at Easter, and the post was held by an interim chaplain (2 days) who brought a wealth of expertise in conflict resolution shared with the first year ordinands. The chaplain was in the process of formalising pastoral support with terms of agreement and the background support of a psychologist. When therapy required, the DDO of the sending diocese pays half.
136. The module on emotional management was well received, as were lectures on spirituality and a planned sermon series, with a forthcoming one on The Word and the World.
137. Most lectures begin and end in prayer, and small prayer groups occur on the initiative of ordinands, as needed. There is a tradition of sharing of growth in the love of God through testimony at appropriate times.

138. The ordinands grow in their love of God by engagement with the distinctive communities and colleges of the Cambridge Theological Federation. The reviewers attended an Ash Wednesday service at Great St Mary’s Church, led by Westcott House, in a liturgical style different to that of Ridley, but embraced and welcomed by ordinands, as reported to the reviewers. Students who are attached to Cambridge Colleges were very appreciative of the opportunity this exposure gave to Anglican Choral traditions and visiting preachers, as well as the opportunity to grow in their love of God, commending the Christian faith in what is predominantly a secular context, as the PER team learned.
139. There was some mention of cell groups, little mention of Spiritual Direction or Retreats.

Commendation 17

The PER team commends Ridley Hall for the ministerial formation in place for ordinands.

Recommendation 27

The PER team recommends that the Emmaus programme be strengthened by a clearer overall coherence enabling the ordinands to draw together their learning from Thursday mornings and the Friday programmes, reflecting more intentionally on their journey through training. This may happen, for instance, through a greater use of themes, by a more explicit biblical/theological development of the Emmaus road story and its applicability to each ordinand, by developing a way to orientate the learning through reflective practice models, like journalling.

E2 Students are enabled to grow in their calling to ministry.

140. The reviewers were impressed by the evident enthusiasm of the ordinands in their preparation for future ministry in the Church of England. The Emmaus course offered intentional engagement with personal development and the learning from other aspects of the course.
141. Calling to ministry was further strengthened through formation on attachment and placement, with ordinands benefiting from the wealth of local parishes and colleges offered in and around Cambridge. The experience was highly valued, particularly as a secular setting to explore faith with younger generations of students, through choral music and excellence of preaching. Some frustration was expressed by parish placement supervisors who lamented the lack of time that ordinands were able to spend with them, largely through time pressure. Social context placements also offer invaluable experience.
142. The reviewers were told of the ways in which ordinands are formed for an uncertain world, including the initiative of a forthcoming sermon series entitled “The Word and the World”, enabling the ordinands to learn to negotiate their engagement in macro, and well as micro, concerns and issues.

E3 Students are equipped to grow in their love for people.

143. The reviewers commend the attention given to issues of justice and diversity, particularly over the last year, during which Ridley Hall has been working through an ongoing process of addressing issues of racial justice. Ridley has diversity firmly on the radar, with ongoing ‘decolonising’ of the curriculum underway, and nearing completion. Interfaith engagement occurs through the Woolf Institute and St Philip’s Centre in Leicester, but the reviewers thought greater exposure to interfaith matters might be offered. (See B1 and Recommendation 5) Overseas/World Church partnerships and exchange programmes are available for those able to take them up.

Commendation 18

The PER Team commend Ridley Hall for the attention given to issues of justice and diversity.

144. The long standing Ridley Lay Ministry course offers excellent opportunities for cross-fertilisation with those on different ministerial learning paths.
145. A code of conduct offering a rule of Ridley Life was on display in all rooms, indicative of a culture of care and love, but with clear professional boundaries, enabling the ordinands to learn to establish healthy love for people.

E4 Students are helped to grow in wisdom.

146. The Ridley Hall website states its purpose: ‘To educate and form missional disciples to serve the kingdom of God in our cultural moment. We are a Christ-Centred community gathered around the study of theology and the pursuit of biblical wisdom. Generously grounded in the evangelical Anglican tradition, we seek to teach and form missional disciples to serve the kingdom of God.’
147. The emphasis on ‘wisdom’ is apparent in the culture and learning opportunities offered by Ridley Hall, and when asked, a group of ordinands understood the formation they received to be about clarity, stability and wisdom. The reviewers were impressed by the ground covered in a module on emotional management, and the support for those struggling with mental health issues. The way the college modelled its pastoral care was carefully considered, and the staff modelled good work/life balance, the ongoing pursuit of scholarship amidst busy lives, lifelong learning; email discipline, mindful of the need to regulate pace and workload.
148. The culture exhibited a sense of entrepreneurial breadth with doing few things well.

Commendation 19

The PER Team commend Ridley Hall for its module on Emotional Management and the support offered for those managing mental health issues.

E5 Students are helped to grow in fruitfulness.

149. All students seemed well aware of their vocation to be fruitful as disciples of Christ, with a strong sense of using their imagination and character, rooted in scripture and doctrine, to be generative in their lives. The Creative Art project offered opportunity to explore a sense of fruitfulness in different directions, and particularly within the liturgy and worship of chapel.
150. The reviewers noted the strong sense of a project-driven culture in order to diversify in a competitive world, and how this hits hard on small staff team. While the PER team commends this desire to maximise the fruitfulness of the college, they recommend close oversight of any potential cost to community members.

Recommendation 28

The PER Team recommend that the Ridley Hall Leadership Team and Trustees ensure that the impact on staff resources and time is assessed and monitored in respect any new projects proposed or undertaken.

E6 Students are equipped to continue to develop their potential.

151. The reviewers noted how the Emmaus course enabled students to reflect on their growth and development through the course and recommends more attention be given to capturing this learning to provide a strong momentum into ministry in curacy.
152. Ridley Hall is particularly well placed to develop itself with a unique selling point as a place for future theological educators, and the reviewers recommend Ridley Hall continue to promote theological research and the pursuit of excellence in scholarship, both for students and staff (see Commendations B1 & B5)
153. The reviewers noted the number of students who require SpLD provision and commend the good response of the college. The member of staff responsible for this provision having left at the end of 2024 leaves a gap in responsibility for this provision, and although an interim person has now been appointed with a view to recruiting a permanent lead, the reviewers recommend filling that gap as a matter of priority.

Recommendation 29

The PER Team recommend that Ridley Hall implements a means of capturing the students' learning from their reflection on their personal growth and development facilitated by the Emmaus course.

Recommendation 30

The PER Team recommend that Ridley Hall appoint a member of staff with responsibility for SpLD provision as soon as possible.

E7 Students are able to demonstrate trustworthiness.

154. As above, Ridley Hall demonstrated a good culture of healthy community life, which presupposes a foundation of trustworthiness, for which the college is commended. The reviewers had questions around the safeguarding of children whenever present, and recommends this is reviewed, but without inhibiting the child-friendly atmosphere with an overly regulatory approach (see Recommendation 7 Section B2).

E8 The TEI has sound procedures for the assessment of students' knowledge, skills and dispositions, reporting on their achievement and identifying further learning needs for the next stage of training and ministry.

155. The reviewers observed that all processes of tutor reporting and capturing placement learning and assessment are in place, covering attachments, social context placements, the 4 week summer placements, and Emmaus reflection groups. The recently introduced traffic light system better captures any problems as they arise, and indicates responsiveness and careful monitoring of effectiveness. The PER team spoke with training incumbents who were impressed by depth of knowledge, theological engagement and reflection that such residential training offers.

156. The reviewers recommend further attention to establish an explicit and intentional ways to capture the learning of the journey through training, in order to establish a baseline for future learning needs in the next stage of training and ministry.

Commendation 20

The PER Team commends Ridley Hall for their processes for reporting and identifying further learning.

The review team has Confidence with regard to Criterion E: Ministerial Formation.

Conclusion

The review team has Confidence in Ridley Hall in preparing students for Ordained Ministry in the Church of England.

Summary of Commendations

Commendation 1

The PER Team commend Ridley Hall for its review processes regarding its formational programme.

Commendation 2

The PER Team commend Ridley Hall for its responsiveness to new church thinking.

Commendation 3

The PER Team commend Ridley Hall for the partnerships it has established and is nurturing. These are strategically important for the enrichment of its programmes and the development of research for the whole Church.

Commendation 4

The PER commend the encouragement given to ordinands in the discipline of daily prayer and worship together, to be innovative, and creative and explore the breadth of the Anglican tradition.

Commendation 5

The PER team commend the emphasis on academic research and excellence within the staff team.

Commendation 6

The PER Team commends the clear and effective structuring and conduct of Trustee Board and Committee meetings.

Commendation 7

The PER Team commends Ridley Hall's comprehensive and clearly expressed set of policies and procedures.

Commendation 8

The PER Team commends the restructuring of the Leadership Team undertaken by the new Principal and its collaborative working modelling to Ridley Hall's staff and students.

Commendation 9

The PER Team commends the "Ridley Vision, Mission, Identity, Values, & Distinctives" defining document.

Commendation 10

The PER Team commends the quality of the Trustee induction programme.

Commendation 11

The PER Team commends the Trustees, Principal and Leadership Team for the action taken to improve Ridley Hall's liquidity, its focus on cost management and the introduction of comprehensive up-front financial evaluation of new initiatives.

Commendation 12

The PER Team commends the transparency with which financial information is shared at an appropriate level with staff and Trustees.

Commendation 13

The PER Team commends the staff of Ridley Hall for their opportunity-awareness and creativity, which have led to the establishment of several new income streams and provides the basis for further income diversification.

Commendation 14

The PER Team commend Ridley Hall for the commitment shown to sustaining some high levels of theological education that are delivered by diverse learning pathways, integrated with the CofE ministerial training requirements. This is essential in equipping the whole Church.

Commendation 15

The PER Team commend Ridley Hall for the dedication that all staff demonstrate in ensuring the best learning and teaching experience for their students.

Commendation 16

The PER Team commend Ridley Hall for the dedication staff demonstrate in sustaining varied approaches to teaching and learning; and for facilitating a strong sense of belonging amongst the Ridley community.

Commendation 17

The PER team commends Ridley Hall for the ministerial formation in place for ordinands.

Commendation 18

The PER Team commend Ridley Hall for the attention given to issues of justice and diversity.

Commendation 19

The PER Team commend Ridley Hall for its module on Emotional Management and the support offered for those managing mental health issues.

Commendation 20

The PER Team commends Ridley Hall for their processes for reporting and identifying further learning.

Summary of Recommendations

Recommendation 1

The PER team Recommend that Ridley Hall clarifies its formational aims in one document and consistently refers to them on its website, internal documentation and in the Emmaus Programme Handbook.

Recommendation 2

The PER Team recommend that Ridley Hall develops a marketing and recruitment strategy.

Recommendation 3

The PER Team recommend that Ridley Hall includes some video footage in its website and establishes a mechanism for feedback on the website from ordinands and those visiting Ridley Hall on Open Days.

Recommendation 4

The PER Team recommend that Ridley Hall develops the use of its YouTube Channel and takes forward its thinking on producing a podcast.

Recommendation 5

The PER Team recommends that Ridley Hall develops its relationships with other faiths and overseas institutions. We recommend that engaging with other faiths is also included in its formational programmes.

Recommendation 6

The PER Team recommend that the Safeguarding Policy is more prominent on the College Website including the important contact details and that it appears on the Intranet Policy page.

Recommendation 7

The PER Team recommend that Ridley Hall ensures that spouses are confident and knowledgeable concerning safeguarding procedures and that they operate in accordance with this on site.

Recommendation 8

The PER Team recommend that Ridley Hall seeks innovative ways of community building across its diverse pathways.

Recommendation 9

The PER Team recommend that Ridley Hall have a nominated member of staff to meet with the Spice Rep once a term to ensure any concerns are listened to and their interests met.

Recommendation 10

The PER Team recommend that Ridley Hall includes in its Induction Programme a slot for spouses to meet together.

Recommendation 11

The PER Team encourage the staff team to seek out different sources of research funding and partnerships.

Recommendation 12

The PER Team recommends that the journey of embedding a collaborative culture across all aspects of Ridley Hall's collective life be sustained, with particular attention being given to growing the confidence of all Leadership Team members, open communication from the Leadership Team to other staff members and refinement of job role definitions.

Recommendation 13

The PER Team recommends that the breadth of the responsibilities currently held by the Vice Principal be reviewed and appropriate action taken to ensure all aspects can be adequately resourced.

Recommendation 14

The PER Team recommends that arrangements for covering periods of absence by the Principal be formalised.

Recommendation 15

The PER Team recommends that the frequency of the current weekly meetings between the Trustees' Chair and the Principal be reviewed.

Recommendation 16

The PER Team recommends that the Trustee Board ensures all minuted actions include either a required completion date or a progress review date.

Recommendation 17

The PER Team recommends that the flexibility allowed in the governing documents to have up to 15 Trustees is utilised to add expertise in "Fundraising Strategy and Bids" and "Buildings and Facilities Management" to the Board as a matter of urgency.

Recommendation 18

The PER Team recommends that a task and finish group of, say, three Trustees and three Leadership Team members be formed to reflect on the engagement of Trustees in the day-to-day life of Ridley Hall and agree practicable measures to address concerns.

Recommendation 19

The PER Team recommends the following improvements be made to Ridley Hall's business practices:

1. For 2025/6 onwards, the budget and management account expenditure lines are restructured to separate costs of employment (for both directly employed and contract staff) from non-labour costs. In both cases these should be broken down into groups such as "Academic", "Administrative", "Facility Management".
2. The fully absorbed cost of each primary academic pathway and other income stream (such as the Studio Summer School letting) is assessed annually (based on the planned number of students/participants with a sensitivity analysis for variations in those planned numbers), an understanding of breakeven points established, and improvement action taken as appropriate.
3. A discipline of annually reviewing and revising fees is instituted.
4. The financial assessment process for new initiatives is broadened and documented in the form of business case criteria against which proposals may be consistently evaluated and prioritised.
5. Freehold property is re-valued at least every five years, commencing with the 2024/5 accounts.
6. The accountants and auditor contract is retendered for 2025/6, and then retendered at set intervals of, say, every five years.

Recommendation 20

The PER Team recommends that Ridley Hall's 2025/7 Business Plan be finalised and approved no later than July 2025, and that it includes the following:

1. Substantial strengthening of the approach to fundraising, with stretch goals and increased resourcing.
2. The transition from reactive to preventative maintenance.
3. A medium-to-long term site improvement strategic plan, with indicative costings.
4. A clear implementation plan with timescales, assigned ownership and measurable outcomes for its constituent elements.

Recommendation 21

The PER Team recommends that a 2028-31 Business Plan be established and approved no later than July 2028. In parallel with this, the Strategic Plan should be revised and extended to cover the period through to 2031.

Recommendation 22

The PER Team recommends the Trustees, as a fall-back strategy, develop a Plan B based on sale of the current site and investment in alternative facilities and/or amalgamation with another TEI.

Recommendation 23

The PER Team recommends that the Risk Register structure be improved.

Recommendation 24

The PER Team recommends that Ridley Hall develops further its relationships within the CTF and indeed with Cambridge University. We recommend that the recruitment and curriculum reviews do continue, to ensure sustainable levels of educational provision, in breadth, depth and context.

Recommendation 25

The PER Team recommends that Ridley reviews staffing structures to ensure the sustainability of the education provision *specific* to Ridley Hall in light of the wider academic context in Cambridge, which should be strengthened overall

Recommendation 26

The PER Team recommends that Ridley Hall actively engages in reviewing the overall CTF provision with a view to consolidate and better integrate responsibilities over curriculum design and development, alongside related administrative requirements.

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