

Christ's Church of England Comprehensive Secondary School

Inspection report

Unique Reference Number	102929
Local Authority	Richmond upon Thames
Inspection number	355286
Inspection dates	26–27 January 2011
Reporting inspector	Daniel Burton HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Comprehensive
School category	Voluntary aided
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	590
Appropriate authority	The governing body
Chair	Martin Bracknell
Headteacher	Richard Burke
Date of previous school inspection	11 June 2008
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Introduction

This inspection was carried out one of Her Majesty's Inspectors and three additional inspectors. Inspectors observed 25 lessons taught by 24 teachers. They made short visits to a further five lessons to look specifically at the impact of the work of the school's learning support staff. Meetings were held with staff, members of the governing body and groups of students. Inspectors observed the school's work and looked at policies, data and the school's own analyses, including its self-evaluation, minutes of governing body meetings, and 109 questionnaires completed by parents and carers. They also looked at questionnaires completed by staff and students.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Girls' progress in mathematics and the progress of students of minority ethnic backgrounds.
- The impact of revised arrangements to support students with special educational needs and/or disabilities.
- The impact of specialist status on raising achievement in specialist subjects and across the school.
- The effectiveness of the school's Personalised Alternative Curriculum Experience (PACE).
- The effectiveness of safeguarding procedures.

Information about the school

Christ's Church of England School is a smaller-than-average secondary school. The proportion of students of minority ethnic heritage is above average and includes students from a wide range of minority ethnic groups. The proportion of students who speak English as an additional language is broadly average. There are more boys than girls in all year groups. There are higher proportions of students with special educational needs and/or disabilities than seen in other schools. The range of needs includes moderate learning difficulties, such as dyslexia, behavioural, emotional and social difficulties, students with autistic spectrum disorder, those with severe learning difficulties and students with physical disabilities. The proportion of students known to be eligible for free school meals is similar to the proportions seen in other schools nationally. The school has held specialist status as a humanities college since September 2009, with English, geography and religious education the specialist subjects.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This good school has improved significantly since the last inspection. Leaders and managers have built successfully on previous areas of strength while tackling decisively areas identified for further improvement. As a result, many features of the school's work are now outstanding.

- Rigorous and highly effective strategies to improve the quality of teaching and further strengthen the curriculum have ensured that academic achievement has improved each year since the last inspection. Teaching is almost always good and, as a result, students make outstanding progress over time so that attainment by the end of Year 11 is above average. Excellent strategies are now in place to increase the proportion of students attaining the very highest grades at GCSE, although these have not yet had time to have their full impact.
- These improvements have been underpinned by good provision for care, guidance and support. Parents are highly appreciative of the school's excellent transition arrangements into Year 7 which help ensure that all students, including those with complex needs, settle in well. Provision to prepare older students for the next stages in their education or training is outstanding.
- The school's provision for students with special educational needs and/or disabilities is a key strength. Students are supported by an excellent team of learning support assistants whose expertise is now extremely well utilised as a result of well-considered restructuring of provision.
- The school's Christian ethos permeates all aspects of the school's work and has a marked impact in securing excellent outcomes in personal development. Students are polite, considerate and deeply committed to supporting their peers as well as those in the wider community facing challenging circumstances. Students are a credit to their school and held in high esteem within the local community.

While the school can rightly celebrate these excellent achievements since the last inspection, there remain some key areas in need of improvement.

- Excellent monitoring and evaluation with regard to students' achievement and teaching and learning are not yet seen in all areas of the school's work. For example, the school does not yet fully evaluate the effectiveness of its work to promote community cohesion or measure with sufficient rigour the impact of strategies to engage parents.
- While there is much excellent practice in teachers' use of assessment to plan learning to meet the needs of all groups of students and to check their progress, in a few lessons there is insufficient use of assessment to promote learning.

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Nevertheless, the school's undoubted success in improving many aspects of provision and in securing outstanding outcomes for students provides clear evidence of its good capacity for further and sustained improvement. Leaders and managers have a very good understanding of the school's strengths and areas for further improvement and strategies to improve the quality of teaching and learning have proved to be highly effective.

What does the school need to do to improve further?

- Ensure that strategic planning for all aspects of the school's work is informed by rigorous monitoring and evaluation of provision against clear and measurable targets.
- Increase the proportion of outstanding lessons and the proportion of students attaining grades A and A* at GCSE by
 - ensuring the excellent practice seen in the use of assessment to plan learning and to check the progress of all students in lessons is seen more widely.

Outcomes for individuals and groups of pupils

1

- All groups of students, including those whose circumstances make them potentially vulnerable, reported that they feel extremely safe in school. They appreciate the school's small size and the fact that almost everyone knows each other. Relationships between students across year groups are extremely strong and younger students report that they immediately felt very welcome on joining the school.
- Spiritual, moral, social and cultural development is outstanding and rooted in the school's strong Christian ethos. Students' commitment to charitable causes is exemplary, with many of the initiatives to raise funds to support others prompted and organised by the students themselves.
- They are equally committed to serving their school community, for example, through their excellent work as prefects, or through participating in the monitoring and evaluating of provision for healthy meals.
- Students make excellent progress in lessons because teaching is nearly always good and increasingly outstanding. They thrive when given opportunities to work independently and in groups, for example in art, music and drama. Their behaviour, which is almost always exemplary, makes a very significant contribution to their learning. Students respond with a great sense of responsibility when entrusted to take control of their own learning or when given exciting tasks in lessons, for example, when hiding in imaginary air-raid shelters during a Year 7 lesson on the impact of the Blitz.
- Students with special educational needs and/or disabilities benefit from the excellent support they receive in and out of lessons from highly specialist staff. As a result, students with a wide range of needs make the same outstanding progress in lessons as their peers.
- Those at the early stages of learning English make good progress, especially when teachers are highly receptive to their needs and backgrounds, for example, in

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Spanish, where they are encouraged to offer vocabulary from their home language. In lessons, students of minority ethnic heritage make the same outstanding progress as their peers.

- Outstanding achievement by the end of Year 11 is reflected in the school's success in transforming the proportions of students who achieve five good GCSEs and in exceeding challenging targets with regard to achievement in English and mathematics by a very considerable distance. This is particularly noteworthy given that, while attainment at the start of Year 7 is broadly average overall, higher proportions of students enter the school with below average attainment and fewer with above average attainment than seen in other schools nationally. There are also over twice as many students on role with a statement of special educational needs than seen nationally. While a small number of Year 11 girls achieved less well in mathematics in 2010, current evidence, based on secure school tracking systems, and externally moderated examination results provide clear evidence that all groups are currently performing equally well.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

- There is some outstanding teaching in the school and most lessons are good. In the best lessons, teachers are acutely mindful of students' individual needs and plan very carefully to remove any potential barriers to learning. For example, in one art lesson,

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planning had ensured that teaching built very carefully on students' individual prior attainment. Self and peer assessment also ensured that students had a very clear understanding of how well they were doing against their personal targets by the end of the lesson. Similarly strong practice was seen in a number of other curriculum areas, including in English and mathematics.

- In the small number of less effective lessons, while teaching is purposeful and imaginative, insufficient use is made of assessment information to ensure sufficient support and challenge is provided for all groups of learners. As a consequence, occasionally, less able students do not receive enough support and not all groups of students are challenged enough.
- Nevertheless, inspectors strongly agree with the school's judgement that most teaching is good, some is outstanding and an increasingly small proportion of lessons satisfactory.
- Learning is enhanced by an extremely well-balanced curriculum which is closely matched to students' individual needs and aspirations. The range of provision is particularly impressive given the school's small size. ? Good links with other organisations ensure a range of vocational courses is available for the small number of students who find more academic courses less engaging.
- The school's innovative Personalised and Alternative Curriculum Experience (PACE) programme in Year 7 is highly effective in securing excellent gains literacy skills and in developing students' personal learning and thinking skills. The programme has had a marked impact in securing improved behaviour, attendance and achievement, and is enjoyed enormously by students, who variously describe PACE as 'awesome' and 'mega'!
- Strategies to raise achievement still further through curriculum design are having a clear impact in ensuring that all students excel in English and mathematics.
- The curriculum is enhanced by an excellent range of trips and visits and by the school's highly successful 'down-days' which make a marked contribution to the development of students' enterprise skills and their awareness of issues relating to their health, safety and future well-being.
- Students' pastoral needs are supported very effectively by highly trained and experienced staff. The school's work to support students facing challenging personal circumstances is excellent and supported well through counselling services offered through the chaplaincy.
- Support for students with special educational needs and/or disabilities has been enhanced through arrangements to ensure that provision for students' individual needs is usually very well matched to the individual expertise of learning support staff. Staff are highly receptive to the changing needs of individual students. As one said, 'they really listen' and there are good examples of how the school has incorporated the views of potentially more vulnerable students to inform changes to provision.
- Provision for careers education is excellent and well regarded by students. The school ensures that all students are mindful of the long-term implications of their subject choices at an early stage in their education. Provision to ensure future

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economic well-being is enhanced through well-tailored arrangements for work experience and good links with external agencies such as Connexions.

- The school's work to raise students' attendance has been markedly successful with the result that attendance is now above average, having been satisfactory before. The proportion of students who are persistent absentees has reduced significantly and is below average.
- There is good support for new arrivals from overseas and good assessment procedures ensure that staff are fully aware of students' capabilities despite their lack of experience in speaking English.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

- Leaders and managers embed ambition and drive improvement well. Staff at all levels have worked successfully to ensure that achievement has improved year on year since the last inspection, and students' personal development is outstanding.
- Strategies to improve the quality of teaching and learning are highly effective. Teaching is enhanced by a range of excellent opportunities for professional development which are highly valued by staff. The commitment of teachers and other staff to constantly review and improve their practice is reflected in their willingness to engage in paired lesson observations and, in some cases, to extend their expertise through completing additional qualifications. Leaders and managers have a very secure understanding of the next steps needed to improve teaching still further.
- Leadership is enhanced by effective arrangements for the governance of the school. Governors know the school very well and use their collective expertise very well to help shape the direction of the school and to hold leaders and managers to account for school performance.
- All requirements relating to safeguarding are met satisfactorily but the school accepts that it needs to institute a tighter programme of regular monitoring of its day-to-day procedures.
- Strategies to promote community cohesion are rooted in the school's Christian ethos and informed well by thorough analysis of the school's context. A wide range of initiatives are in place to promote students' understanding of the local, wider and international community. The school has not yet, however, devised strategies to fully evaluate this aspect of provision to further inform future practice.

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- Leaders and managers are extremely vigilant in ensuring that individual students are well supported, and promote equality of opportunity by ensuring that all groups of students benefit from the excellent range of extra-curricular opportunities provided by the school. However, analysis of the academic achievement over time of students from minority ethnic backgrounds is not yet fully developed.
- Effective leadership and management of the school's specialism have ensured that all first-year specialist targets were met. Specialist humanities status has been used well to improve facilities such as the library. Leaders and managers recognise that outstanding achievement in English is not yet matched in geography and religious education. The school has not yet used specialist status to fully develop links with partner schools and the wider community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Most parents and carers are highly supportive of the school and the quality of education it provides. A number made extremely positive comments, particularly with regard to the school's arrangements for transition into the school. Others were highly complimentary about the support provided for children with special educational needs and/or disabilities, although a tiny minority indicated that their children needed more support. While 78% of parents and carers agreed or strongly agreed with the statement, 'The school helps me to support my child's learning', a small minority indicated that they would prefer more guidance from the school in this area. Parents and carers value the school's online payment system, particularly the way in which it enables them to track their children's healthy eating choices at lunchtime. Ninety-five per cent of returns judge that the school is led and managed effectively, and 91% agreed or strongly agreed with the statement, 'My child enjoys school'.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ's Church of England Secondary Comprehensive to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 109 completed questionnaires by the end of the on-site inspection. In total, there are 590 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	39	60	55	2	2	1	1
The school keeps my child safe	59	51	45	41	3	3	0	0
My school informs me about my child's progress	57	52	45	41	4	4	2	2
My child is making enough progress at this school	40	37	54	50	10	9	1	1
The teaching is good at this school	34	31	65	60	7	6	0	0
The school helps me to support my child's learning	32	29	53	49	18	17	0	0
The school helps my child to have a healthy lifestyle	16	15	71	65	14	13	2	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	32	53	49	4	4	1	1
The school meets my child's particular needs	38	35	53	49	11	10	4	4
The school deals effectively with unacceptable behaviour	41	38	52	48	12	11	1	1
The school takes account of my suggestions and concerns	34	31	52	48	9	8	1	1
The school is led and managed effectively	54	50	45	41	3	3	0	0
Overall, I am happy with my child's experience at this school	51	47	48	44	6	6	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 January 2011

Dear Students

**Inspection of Christ's Church of England Secondary Comprehensive School,
Richmond TW10 6HW**

Thank you for the very warm welcome you gave to inspectors when we recently visited your school. Here are our main findings.

- You go to a good school which has improved even more since the last inspection. Many aspects of the school's work are now outstanding.
- Your lessons are almost always good and help ensure you make outstanding progress by the end of Year 11.
- You are well cared for. Many of you told us how much you like the school because its small size means that you know all the teachers well. Year 7 students are made to feel welcome very quickly and older students are prepared extremely well for the next stages in your training or education.
- Those of you with special educational needs and/or disabilities are given particularly good support and it was good to hear so many of you tell us how much you appreciated the help and support you receive from specialist staff.
- You are committed to the school's Christian values and inspectors were very impressed by your commitment to charitable causes. You are a credit to your school and your behaviour is excellent. The inspection team were impressed by your impeccable politeness and courtesy and by how well students in different year groups get along together.

We have asked your teachers to make the school even better by making a few improvements. These are as follows.

- Increase the proportion of A* and A grades at GCSE.
- Ensure more lessons are outstanding by making sure that all teachers plan activities which provide the right amount of support and challenge for everybody.
- Ensure that staff check all aspects of their work very carefully so they have a clearer idea of how well all the things they are doing to support you are working.

With best wishes

Yours sincerely

Daniel Burton

Her Majesty's Inspector

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