

Christ Church Church of England Primary School

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 115677 |
| Local Authority | Gloucestershire |
| Inspection number | 357796 |
| Inspection dates | 9–10 May 2011 |
| Reporting inspector | Martin James |

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

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|--|--|
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 48 |
| Appropriate authority | The governing body |
| Chair | Christine Samuda |
| Headteacher | Zoe Mandeville |
| Date of previous school inspection | 10 May 2011 |
| School address | Old Neighbourhood Stroud GL6 8PP |
| Telephone number | 01453882138 |
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Introduction

This inspection was carried out by one additional inspector. The inspector visited eight lessons or parts of lessons, and a number of shorter visits were also made to classrooms to look at samples of pupils' work. Five members of staff were observed teaching. The inspector held meetings with the Chair and other members of the Governing Body, staff and pupils. He observed the school's work and looked at a wide variety of documentation including teachers' planning, the school development plan, monitoring and evaluation sheets, assessment records, policies and safeguarding information. The responses from the staff and pupil questionnaires were analysed, as were the 30 responses from parents and carers.

The inspector reviewed many aspects of the school's work. He looked in detail at the following.

- The extent to which teachers make suitable allowance for the different needs of pupils, especially the more able.
- The provision made for improving attainment in mathematics.
- The extent to which the school has developed national and global links to enhance community cohesion.
- The impact of subject leaders and the governing body on improving provision in the school,

Information about the school

Christ Church Church of England Primary School is much smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is lower than the national average. The proportion of pupils with special educational needs and/or disabilities is similar to the national average. These pupils' needs cover a wide range, including moderate learning difficulties and speech and language disorders. There are no pupils with a statement of special educational needs. A significantly higher than average proportion of pupils either join or leave the school at times other than those normally expected. The Early Years Foundation Stage consists of Reception-aged children, who are integrated into one class with pupils from Years 1 and 2. Through the rest of the school, pupils are organised into a mixed Years 3/4/5 class and a Year 6 class. In recognition of its work, the school has received Healthy School status and the Activemark award.

- ◆ At the time of the inspection, an acting headteacher was in post.

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 is a good school where pupils achieve well. It also has some particular strengths. High quality pastoral care ensures that all pupils become enthusiastic and confident and feel extremely safe. Pupils greatly enjoy school and their behaviour and attitudes are exemplary. Parents and carers are very positive about the school. For example, one parent said, 'My son relishes the opportunity to come to this lovely, friendly school.' Children get off to a good start in the Early Years Foundation Stage, and they usually reach average standards by the time they leave Reception. Through Years 1 to 6, the very significant movement of pupils in and out of the school has a negative effect on pupils' attainment. Consequently, by the end of Year 6, whilst pupils individually make good progress, attainment remains broadly average. However, mathematics is not quite as strong as other subjects, a contributory factor being that pupils do not have such a clear knowledge of their targets for this subject.

In class, teaching assistants are deployed well and teachers make good use of a variety of resources and approaches to make the lessons interesting. Teaching is clearly focused on helping pupils to improve and teachers successfully plan for the varying ages and abilities of pupils in their classes. The curriculum is well planned to give pupils an interesting array of work, which they say they enjoy. Pupils report that the topic on water was a particular favourite. The school regularly reviews its curriculum, with a current emphasis being placed on further increasing the use of mathematics in other subjects, as this strategy has not always been fully exploited in the past. The school has done much to promote community cohesion, both in school and locally. However, it has not yet done as much to improve pupils' understanding of the cultural diversity to be found further afield, either within the United Kingdom or abroad.

The acting headteacher, other staff members and the governing body have successfully provided a very pleasant, safe environment, where the pupils enjoy their learning. They are a dedicated team, committed to improving the provision they make for their pupils. They have evaluated the school's effectiveness accurately and current planning reflects a clear awareness of what is needed to take it forward. This, together with the improvements made since the previous inspection, means that the school has a good capacity to improve further. ♦♦

What does the school need to do to improve further?

- Raise attainment in mathematics by:
 - ? ensuring pupils have more opportunities to practise and develop their skills through the other subjects of the curriculum

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

- ? ensuring that the targets provided for pupils give them very clear guidance on ways to improve their work.
- Extend community cohesion further by:
 - ? providing more opportunities for pupils to find out about, and communicate with, people from cultures and backgrounds different from their own, both within the United Kingdom and globally.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy their learning, and in all lessons observed they were fully engaged. The work seen in those lessons and in pupils' books confirms that their achievement is good, reflecting school data. In an English lesson in Key Stage 1, for example, the teacher's thoughtful encouragement of the use of appropriate and interesting words ensured that pupils then made good progress in confidently producing their own descriptive writing. Throughout Years 1 to 6, a very significant number of pupils either join or leave the school at times other than those normally expected. Some pupils joining the school have gaps in their knowledge. The school supports these pupils well and helps them make good progress, although their final attainment is often not as high as that of pupils who have been in the school throughout. Pupils with special educational needs and/or disabilities achieve well. In a mathematics lesson on problem solving, observed in Key Stage 2, for instance, the teacher was most careful to include them fully throughout, thus benefiting their learning. The pupils' good progress from their lower than expected starting points, together with their full enthusiastic participation in their learning, illustrates that the school is preparing them well for their future education and their life at work.

Pupils have very sensible attitudes to their work. They are most courteous to each other and to adults, and they move around the school in an orderly manner. They thoroughly enjoy school, as illustrated by their above average levels of attendance. Pupils' very strong sense of how to stay safe and their feelings of security were illustrated when one pupil commented, 'The gates and fences keep out any strangers.' Pupils have a clear awareness of how to stay healthy. They eat healthy meals, and they benefit from the good range of physical exercise activities provided, including 'Wake and Shake'. Pupils say they are pleased with their contribution towards the school's gaining Healthy School status. Pupils' spiritual, moral, social and cultural development is good overall, although their understanding of the multicultural society in which we live is a relative weakness. Pupils are very keen to take on the numerous responsibilities that the school offers them, and they recognise that they are working for, and helping, each other. The school council is very pleased to have helped raise money for new playground equipment. Pupils are also proud of their involvement in fundraising, most recently for the Japanese people after the tsunami. Pupils are very involved in the wider village community through such events as welcoming residents into school and taking part in various activities in the local church. Pupils particularly enjoyed participating in a nature quiz and attending a meeting of the parish council.

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

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

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?

Teachers provide interesting lessons for pupils, using a good range of resources and strategies. All lessons are underpinned by strong and respectful relationships, and as a result pupils are exceptionally well behaved, keen to learn and ready to work hard. Teachers make good use of the interactive whiteboards to motivate pupils and to develop their understanding. Explanations are usually clear and reflect teachers' good subject knowledge, although, on occasions, introductions to lessons are rather long and this slows the initial pace of learning. Occasionally, also, teachers do not give pupils quite enough opportunities to discuss their work to help them ensure and extend their understanding. Teaching assistants successfully and skilfully complement the work of their teacher colleagues. Teachers use information on how well pupils are doing to plan carefully for the varying needs of those in their class, for instance ensuring that work is adequately challenging for all pupils. This is an improvement since the previous inspection. Marking is successful in clarifying for pupils how to develop their work further, although targets are not currently used so effectively, especially in relation to mathematics. Whilst pupils have targets, they are not always confident in remembering them and then using them to help move their work forward.

Pupils speak enthusiastically about the various outings and after-school clubs that enhance the curriculum. Pupils also greatly enjoy the learning opportunities provided in the school's own very pleasant grounds. The school has successfully developed subject links, to

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enhance the interest and relevance of the curriculum through the provision of topics and themes. However, the school recognises that whilst good use is made of writing in other subjects, there is now the need to make more use of mathematics in a similar way, to help raise standards in that subject. The exceptional care, guidance and support provided for pupils contribute very well to both their enjoyment and their learning. Pupils are very well known to staff members, who give their welfare a high priority. Pupils are keen to point out that they also delight in looking after each other and keeping each other safe. The transitions from home to school and on to secondary school are strong and effective. Particular care is taken to ensure the well-being of pupils who join the school midway through the year. Staff have worked rigorously and successfully to improve pupils' attendance. Pupils are regularly reminded about the need to take care, for instance when using computers. ♦

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 | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The acting headteacher, supported well by other members of staff, has been successful in creating a very caring school with a strong ambition to improve. Great effort is also taken to ensure that no form of discrimination is tolerated and that equal opportunities are promoted effectively. Information from tracking procedures is used rigorously to ensure that all pupils make good progress. Safeguarding procedures are consistently and diligently applied to ensure that all pupils are well protected. For instance, the identity of all visitors to the school is carefully checked and confirmed. Community cohesion is promoted satisfactorily. There are good community links, both in school and locally. However, in its own evaluation, the school recognises that links beyond the local community are not so well developed. A useful start has been made through contacts established with a school in London.

Subject leaders demonstrate a good understanding of their various subjects, and they have actively supported strategies for making improvements. At present, they have limited opportunities to observe lessons in other classes, although plans are firmly in hand for this to happen more frequently. The governing body keenly supports the school and its members are regular visitors. They are also closely involved in drawing up the budget and the school's development plan, and they contribute effectively to the school's self-evaluation processes. There are good working relationships with parents and carers, and they in turn support the school well in the overall provision for their children.

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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 | 2 |
| 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 | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

When children start Reception, their knowledge and skills are usually just below those expected nationally, although, because of the small numbers present, this varies from year to year. Through their time in the Early Years Foundation Stage, they achieve well, and by the end, attainment is typically broadly average. The children are very happy in school and they enjoy the company of their older classmates. Their behaviour is excellent, and they are very keen to do their best with their work. The staff work hard to create a friendly and caring learning environment, and the children also benefit from the good links that are established with parents and carers. Teaching is good and adults provide the children with a good balance of teacher-led activities and chances for them to choose for themselves, and they take every opportunity to help children to develop their various skills. Occasionally, introductions to lessons do not fully engage all the children and this slows learning. However, this soon picks up and then the children busy themselves through the day. Staff know the children well, and the frequent observations and assessments of their progress result in tasks being regularly adapted to maintain the children's interest and match their ability levels.

A good range of resources is provided, with the outdoor area now being used well in all aspects of the curriculum. Good, well-informed leadership successfully ensures good provision for the children, and staff members ably complement each other in helping them to achieve well. Great care is taken to guarantee that all children are equally involved, and that safety and safeguarding are given high priority.

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

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

There was a high response to the questionnaire sent to parents and carers to seek their views about the school. The very large majority of them are positive about everything the school provides, such as in relation to their children's learning, the levels of care provided and the information provided for parents and carers. Comments such as 'Both of our children are enjoying school immensely. We feel that they are being academically challenged and their knowledge broadened' and 'This school has exceeded my expectations of what a small school can offer' confirm their views. A few parents and carers expressed some concern about aspects of school, for example in relation to behaviour and behaviour management. During the inspection, the pupils' behaviour was exceptional and discussions with pupils of all ages provided no evidence of any concern about behaviour or bullying. A further concern raised by these parents was about the quality of leadership and management. However, the inspection found that this was good at all levels.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ Church Church of England Primary School 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 inspector received 30 completed questionnaires by the end of the on-site inspection. In total, there are 48 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 23 | 77 | 5 | 17 | 1 | 3 | 1 | 3 |
| The school keeps my child safe | 23 | 77 | 7 | 23 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 25 | 83 | 4 | 13 | 1 | 3 | 0 | 0 |
| My child is making enough progress at this school | 21 | 70 | 6 | 20 | 1 | 3 | 1 | 3 |
| The teaching is good at this school | 21 | 70 | 6 | 20 | 1 | 3 | 1 | 3 |
| The school helps me to support my child's learning | 21 | 70 | 6 | 20 | 0 | 0 | 2 | 7 |
| The school helps my child to have a healthy lifestyle | 22 | 73 | 5 | 17 | 2 | 7 | 0 | 0 |
| 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) | 21 | 70 | 7 | 23 | 1 | 3 | 0 | 0 |
| The school meets my child's particular needs | 21 | 70 | 6 | 20 | 1 | 3 | 1 | 3 |
| The school deals effectively with unacceptable behaviour | 22 | 73 | 5 | 17 | 1 | 3 | 1 | 3 |
| The school takes account of my suggestions and concerns | 21 | 70 | 5 | 17 | 0 | 0 | 2 | 7 |
| The school is led and managed effectively | 23 | 77 | 5 | 17 | 0 | 0 | 2 | 7 |
| Overall, I am happy with my child's experience at this school | 22 | 73 | 69 | 20 | 0 | 0 | 2 | 7 |

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 | 46 | 48 | 6 | 0 |
| Primary schools | 6 | 47 | 40 | 7 |
| Secondary schools | 12 | 39 | 38 | 11 |
| Sixth forms | 13 | 42 | 41 | 3 |
| Special schools | 28 | 49 | 19 | 4 |
| Pupil referral units | 14 | 45 | 31 | 10 |
| All schools | 10 | 46 | 37 | 7 |

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 2010 to 31 December 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 2010/11 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.



11 May 2011

Dear Pupils

Inspection of Christ Church CE Primary School, Stroud GL6 8PP

Thank you for making me so welcome when I came to visit your school. I enjoyed my visit and it was a pleasure talking to you. I especially liked joining you for assembly, and I also enjoyed coming into your lessons. Thank you also for filling in the forms on your views of the school; it was most helpful. I am writing to tell you what I found out about the school, what is good and what could be made better. Overall, you are in a good school, where you are making good progress with your work. The acting headteacher and other staff know what they need to do to make the school even better.

These are some of the strengths of the school.

- Teachers provide you with lessons and other activities which you enjoy.
- Your behaviour and your attitudes to your work are excellent.
- You know clearly how important it is to eat healthy food and take exercise.
- The staff know you well and take exceptionally good care of you. As a result, you feel very safe.
- Your parents and carers are very pleased with the school.

These are things the school has been asked to improve:

- Help you to improve your skills in mathematics, by ensuring that you have clear targets showing you how to make your work even better, and also giving you more chances to practise your mathematical skills in other subjects.
- Give you greater opportunities to become aware of people from communities and cultures different from your own, both in this country and other countries.

You can help too, for example, by making sure you know how to improve your work even more.

I wish you all well for the future.

Yours sincerely

Martin James

Lead inspector

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