

# Christ Church Church of England Primary School

Pine Gardens, Surbiton, Surrey, KT5 8LJ

**Inspection dates** 12–13 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher and senior leaders provide excellent direction for the school, and are driving all areas of improvement with expertise and great commitment.
- The governors and school leaders understand the school's strengths and are quick to tackle weaknesses in teaching and pupils' achievement. They are meticulous and swift in addressing concerns.
- Pupils' consistently positive attitudes in lessons contribute to their positive learning. Their good reading, writing and mathematics skills prepare them well for their next stage of education.
- Pupils behave extremely well and are respectful, considerate and polite. They feel safe and exceptionally well cared for by all the staff.
- The school provides the pupils from Reception to Year 6 with a rich, nurturing school environment in which to grow and develop as British citizens. Staff model excellent relationships and the children emulate this.
- Pupils achieve very good results in reading, writing and mathematics across the school. Progress in Key Stage 2 is particularly strong, while progress in Key Stage 1 is in line with that nationally.
- Provision in the early years is good with children making at least good progress in almost all areas.
- Pupils' work in books shows they care about their work. They are taught well and develop skills rapidly. By Year 6, pupils have a good grasp of the complexities of English and understand grammar very well.
- Disadvantaged pupils, while small in number, are now making much better progress than they have made prior to this year. Year-on-year progress is strong, especially in Key Stage 2.
- Learning is well planned and usually meets the needs of all learners in the class. Teachers develop engaging activities to support good achievement.

### It is not yet an outstanding school because

- Children in the early years do not always have opportunities to learn and develop their skills in all areas of learning outside. The most-able children are not always sufficiently challenged.
- Although attainment in all key stages is high, progress in Key Stage 1 is slower than in Key Stage 2.

## Information about this inspection

- Inspectors observed 27 lessons in a range of subjects, including mathematics and English. This included two learning walks in the early years. Some lessons and part-lessons were joint observations with senior staff. Inspectors listened to pupils read.
- Discussions were held with senior staff, middle leaders, pupils, parents, governors and a local authority representative.
- Inspectors observed the school's work and looked at pupils' books, progress data, safeguarding information and other documentation.
- Inspectors took into account 91 responses to the online questionnaire, Parent View, and written comments made by parents, as well as responses from 39 school staff questionnaires.

## Inspection team

Janet Sharp, Lead inspector	Additional Inspector
Lea Hannam	Additional Inspector
Peter Thrussell	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- Since the last inspection, several new classrooms have been added due to an increase in pupil numbers.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals or children who are looked after by the local authority) is much lower than average. There are between two and eight pupils in each year group.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The majority of pupils are of White British heritage. The proportion of pupils who speak English as an additional language is just below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The deputy headteacher started at the school less than a year ago. The assistant Headteacher was promoted internally to this position at the same time.
- The school provides a daily breakfast and after-school club for the pupils and this formed part of this inspection.
- Children in the Reception classes attend full time.

### What does the school need to do to improve further?

- Accelerate pupils' progress in Key Stage 1 by :
  - ensuring all teachers have sufficiently high expectations of what pupils can achieve
  - ensuring pupils of all abilities are appropriately challenged, with adults adjusting their teaching to continually move learning at a fast pace in lessons.
- Improve the organisation and management of activities in the early years so that :
  - children are given better opportunities to learn and develop their skills in all areas of learning in the outside area
  - children who find learning easy make rapid progress.

## Inspection judgements

### The leadership and management are outstanding

- The relatively new, well-trained and very competent senior leadership team assess the school's performance very well. As a result they have a very clear understanding of its strengths and areas for development.
- Leaders are rigorous and accurate in their assessments of the quality of teaching. Staff feel valued and supported to improve outcomes for all pupils. This has led to consistently good achievement across the school. Pupils' behaviour reflects the exemplary model the leadership and staff set.
- As a result of leader's strong emphasis of improving the quality of teaching, high levels of attainment have been maintained. A very large proportion of pupils achieve above expectations. Leaders constantly strive for better outcomes, and are relentless in identifying and addressing underperformance.
- All teachers are accountable to the leadership team for pupil progress. Half-termly meetings, using information on pupils' recent progress, highlight any concerns. Resources are quickly put in place to ensure support for pupils is appropriately targeted. Along with the school's excellent care and guidance for all pupils, this promotes equal opportunities and ensures any discrimination is robustly tackled.
- Pupils eligible for additional government funding are now making the same or better progress across the school than other pupils in the same year group because the support provided for them is so well targeted. Leaders have ensured that the dip last year has been reversed and eliminated
- Since the last inspection, subject leaders now make a much greater contribution to school improvement. They now check teaching, statistical information and the work in pupils' books in their subjects, across the school. They robustly challenge areas of relative weakness and feed information into the pupil' progress meetings to enable the senior leadership to have a rounded picture of school performance.
- The school's curriculum is broad and balanced. Every opportunity is taken to extend pupils' enjoyment and understanding of the world around them. Theatre shows, residential trips and visits to places that link to topics are some of the regular activities that enrich the curriculum. The school also holds special event weeks in which the whole school focuses on the same writing theme. This further enriches the curriculum and gives effective opportunity to ensure progression through the school.
- The curriculum and the school environment are used well by staff to skilfully foster pupils' social, moral, spiritual and cultural development exceptionally well. Everyone is warmly accepted, valued and respected with inspirational quotes on displays, in classrooms and around the school. Opportunities are taken to develop British values through charity work and discussion. The Rights of the Child (UNICEF) are embraced in the school's development plan to ensure staff focus on these as the school improves. Suitable outdoor facilities are well used throughout and beyond the school day with sports clubs taking place before and after school. The school has used the additional government sports funding exceptionally well to increase staff confidence in teaching physical education and to support pupils in greater involvement in physical education and sport outside school. Monitoring of sports participation shows a rising trend and competitive sport increasing. .
- Arrangements for keeping all pupils safe meet current requirements. Partnerships with outside agencies ensure that vulnerable pupils are given the most appropriate support, in order to enjoy school and achieve well.
- The local authority provides effective support, and the school also uses the services of a local teaching school to support specific aspects of its development.
- **The governance of the school:**
  - Governors are highly committed to getting the best for each pupil and know the school's data well. They attend meetings which enable them to understand the effectiveness of teaching and its impact on the outcomes for each pupil as well as groups of pupils.
  - They grasp the school's strengths and weaknesses and are involved in all aspects of the development plan, ensuring actions are evaluated and further action is taken as necessary.
  - The governors set demanding targets for the headteacher and monitor both her progress and all teachers' progress towards meeting performance objectives. These are strongly linked to the school development priorities.
  - Governors ensure teachers' pay is directly linked to their effectiveness, and they know how underperformance is tackled.
  - Finances are very well planned and managed. The spending of extra funding and its impact, such as the

pupil premium, is carefully monitored.

- Governors have an exemplary 'ten-stage' induction process to support new members in adopting their role efficiently and competently.

## **The behaviour and safety of pupils** are outstanding

### **Behaviour**

- The behaviour of pupils is outstanding. They have excellent attitudes to all aspects of school life. Their behaviour in class is highly focused on their learning. Around the school pupils are thoughtful, courteous, respectful and calm.
- The school's values are displayed prominently and pupils know and use these well. Pupils and parents commented on how well behaved all pupils are.
- Pupils are exceptionally enthusiastic learners. They work very well in small and large groups as well as on their own, depending on the task. For example, one Year 6 class worked in groups to design, compose and practise music showing high levels of self-motivation, independence and ability to work together without direct supervision.
- The very high standard of behaviour enables teachers to make learning fun, knowing that pupils can be trusted to be sensible. In Year 4, pupils were seen working in groups. The teacher was helping groups to develop challenging inference questions. Pupils stayed very focused on the activity and this supported them to deepen their learning and understanding.
- The very small number of pupils who have specific behaviour needs have individual plans. The support these pupils receive is personalised and therefore very effective. Teachers and teaching assistants know the pupils well and are able to avert difficulties before they arise.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. The school's arrangements are extremely well led and managed.
- All forms of bullying are exceptionally rare. Pupils confidently reported knowing about different types of bullying and feeling very sure that it would be dealt with well by the school staff. None of the pupils spoken to has been aware of any incidents in their time in the school.
- All staff and governors are trained in safeguarding and four governors have up-to-date safer recruitment training to enable them to fulfil their role in appointing new staff.
- The pupils regularly learn how to stay safe both in and out of school and the high-quality e-safety training is a strength; it is addressed frequently in class and the school recently held a workshop for parents.
- The school runs a breakfast and after-school club which provides healthy food and a safe environment.

## **The quality of teaching** is good

- Overall, teaching is good. Much of the teaching in Key Stage 2 is outstanding and therefore pupils make accelerated progress. Teachers plan and deliver lessons which build progressively on pupils' existing skills, usually in year teams. Teaching assistants provide valuable and effective support for pupils' learning.
- Pupils are supported to achieve very well in reading, writing and mathematics, and are often given work which extends and challenges them, with different abilities well catered for.
- Throughout the school, pupils show enthusiasm for their learning and want to do their best. They listen attentively, are keen to contribute to discussion, and work sensibly whether supervised or not.
- Work in pupils' books is marked with helpful feedback and the school has recently introduced a new policy and marking code which expects pupils to respond to the teachers' comments. This is at an early stage, but is already beginning to place greater value on the feedback and ensures it has an impact on pupils' learning.
- Pupils' books show they care about their work and want to do their best. Work is always well presented and there is considerable detail in their writing. By the time pupils reach Year 6, their writing shows sophistication and use of complex structure.
- Phonics (the sounds that letters make) is taught well, with pupils in Year 1 acquiring and applying knowledge to writing situations. This is particularly helpful to those who speak English as an additional language. The school has a well-stocked library and reading corners in classrooms. Pupils read in groups,

and also have their choice book. Pupils in Year 2 and Year 6 were heard to read with expression and fluency, showing a good grasp of being able to sound out unknown words.

- Teachers use questioning well, and through this, help pupils understand what is being taught. A Year 2 teacher introduced pupils to 'trial and error' in a mathematics investigation. Through detailed questioning, the teacher was successful in teaching pupils about working methodically in their investigation, with the skill of independence developed alongside this.
- The additional support provided for disabled pupils and those who have special education needs is good. Because pupils' individual progress is so carefully monitored and recorded, the school is able to implement a six-week intervention programme, specific to the pupil, to address a particular need. This has improved pupils' self-esteem and ensured that they keep up with their peers.
- Teachers often use high-quality story books to stimulate writing. This enables pupils to identify features of good text and then model this in their own writing.
- Grammar, punctuation and spelling are all taught well. Following careful identification of spelling as a particular concern, there is now a greater focus on this aspect with a more structured approach to its teaching. Pupils in Year 6 demonstrate a very high level of understanding of grammar.
- Occasionally, particularly in Key Stage 1, teachers do not identify when children have grasped a new concept well, and therefore insufficient appropriate challenge is provided for pupils. As a result, learning slows.

### The achievement of pupils

is good

- Pupils at Christ Church Primary School achieve very good results in reading, writing and mathematics. In Key Stage 2, year-on-year results show pupils make outstanding progress. However, in Key Stage 1, while the pupil's attainment is high, their progress is broadly in line with national average.
- Children's starting points in Reception are broadly average. In 2014, pupils left the early years with significantly higher than the national results. The disadvantaged pupils attained very well in all areas except writing, which has become a strong focus in early years this year
- In 2014, the Year 6 pupils achieved exceptionally well in reading, writing and mathematics, as they have done for the last five years. Year-on-year tracking shows that Key Stage 2 pupils achieve well every year through the key stage, making outstanding progress. This is a result of very consistent and high-quality teaching. Pupils are approximately a year ahead of their peers nationally.
- In the 2014 national tests, disadvantaged pupils were 18 months behind other pupils nationally in mathematics and writing, and eight months behind in reading. In relation to other pupils in the school, in the 2014 tests, disadvantaged pupils were 30 months behind in mathematics and writing, and 14 months behind in reading. This was a very small number of pupils. Inspectors were satisfied that this is not typical. In all other years, the disadvantaged pupils are achieving in line or better than other pupils in the school. This is significantly better than national average.
- The school has a large proportion of most-able pupils achieving the higher levels than most schools nationally at both Key Stage 1 and Key Stage 2. A very significant proportion at Key Stage 2 achieve the higher levels, reflecting the accelerated year-on-year progress these pupils make as a result of the teaching they receive, much of which is outstanding.
- The very small number of disabled pupils and those who have special educational needs achieved better in Key Stage 1, and below but close to these groups nationally in Key Stage 2. Their progress is a little slower in the 2014 results. In lessons, inspectors saw disabled pupils and those with special educational needs achieving well, with good support. The leader responsible has introduced a range of strategies which are improving progress for these pupils.
- Pupils said that teachers give them good support to make progress, show them how to improve and make their work better. The overwhelming majority of parents consider that their child makes good progress at this school.

### The early years provision

is good

- Children start in the early years with skills and knowledge that are typical for their age. They make very good progress during their year in Reception classes. They are well prepared for their entry into Year 1. Parents are involved in the initial assessments and are encouraged to share information about learning at

home through their child's learning journal.

- The provision meets the children's needs well. Children's physical, emotional, health, safety and well-being, including social, moral, spiritual and cultural development, are well provided for.
- Leadership of the early years is good. The early year's leader has used information on children to target key areas in improving provision, for example, children's writing development. This had prevented a group of children last year in achieving a 'good level of development'.
- Assessments are used effectively by adults in identifying children's next steps in their learning.
- Behaviour is good, and children generally engage enthusiastically in the activities. The provision nurtures the children well and they are kept safe. Children are motivated and interested in learning.
- The inside environment is effective in enabling staff to support children's learning. Some areas of learning need a greater focus in the outside environment.
- Teaching in the early years is good because children are generally well supported to gain the necessary skills and develop their abilities. However, the most-able children are not always sufficiently challenged so that their learning is rapid.
- Focused teaching effectively supports children's development in reading, writing and mathematics.
- The very small number of disadvantaged pupils, disabled pupils and those with special educational needs are well supported so that their development is accelerated and they catch up with other children by the end of the Reception Year.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	102586
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	453289

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	540
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Newport
<b>Headteacher</b>	Tracey Coton
<b>Date of previous school inspection</b>	4–5 November 2009
<b>Telephone number</b>	020 8399 8166
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