

Christ Church (Erith) Church of England Primary School

Lesney Park Road, Erith, DA8 3DG

Inspection dates 28–29 April 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	This inspection:	Outstanding 1
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils' behaviour and attitudes towards school, each other and learning are outstanding. An excellent range of experiences, topics and subjects inspires pupils' love of learning throughout the school. As a result, pupils talk with real enthusiasm about how they are part of planning what they learn.
- Leaders, including governors and directors, are passionate about the school and its values. They have built a team of leaders and staff who are extremely supportive of the school's approach and always very keen to take on new challenges. The school continues to improve.
- Extremely rigorous and robust checks carried out by leaders at all levels check how the school is doing and how it can be better. Consequently, their relentless drive for improvement is driving up pupils' achievement and constantly developing the quality of teaching further.
- Children's experiences in the Reception classes are rich and stimulating. Especially good links with parents are encouraged particularly well. The constant focus on developing children's language skills ensures children get off to a very good start in school.
- Across the school, pupils' achievement is outstanding and progress over time in reading, writing and mathematics is excellent. Pupils' achievement is stronger in reading and mathematics than writing.
- Disadvantaged pupils do especially well, outperforming other pupils in school and nationally in reading, writing and mathematics. Those pupils who speak or write English as a second language achieve as well as their peers and make very good progress.
- Outstanding teaching supports the very strong progress pupils make in their learning across the classes and key stages. Together teachers, teaching assistants and pupils discuss and reflect extremely effectively how pupils can improve their work.
- Pupils are extremely caring, thoughtful and considerate, succeeding in following the school's values of respect, honesty, forgiveness and joy. Pupils of all backgrounds, cultures and faiths work and play together very harmoniously.
- Leaders and all those in school are especially rigorous in their efforts to keep pupils safe. Pupils themselves take a very active part in their classes, the playground and in the wider community in trying to keep themselves and others safe.

Information about this inspection

- The inspectors observed learning in all of the 14 classes, as well as additional adults working with small groups of pupils. A number of these observations were carried out jointly with the executive headteacher, head of school or deputy head of school.
- Inspectors looked at work in pupils’ books across the classes and in a range of subjects. They also talked to pupils about their work in lessons, informally at other times of the day and in meetings held with groups of pupils.
- The views of parents were considered through 63 responses to the online questionnaire, Parent View, and the school’s own recent parental survey. Inspectors spoke to parents informally during the inspection and had a meeting with the parent partnership member of staff. The views of staff were taken into account through informal conversations throughout the inspection and 18 staff questionnaires.
- The inspection team looked at a wide range of documents, including the school’s own information relating to pupils’ achievement and recent progress. They scrutinised the school’s plans for improvement and checks made by leaders on the quality of teaching and learning. They looked closely at records relating to behaviour, attendance and the school’s procedures and systems to keep pupils safe.
- Inspectors held meetings with subject and senior leaders, as well as the executive headteacher, head of school and deputy head of school. The lead inspector met with the Chair and Vice Chair of the local Governing Body, as well as speaking to two of the directors of the Trinitas Academy Trust, including its chief executive. Documents relating to the work of the trust, its directors and the local governing body were examined.

Inspection team

Jacqueline Marshall, Lead inspector	Additional Inspector
Shabana Khan	Additional Inspector
Alison Botarelli	Additional Inspector

Full report

Information about this school

- This is a larger-than-average-sized primary school. All pupils attend full time. In response to local demand, the school is increasing in size.
- Most of the pupils are from minority ethnic backgrounds, with the largest groups Black African and White British. With 27 home languages spoken in the school, the proportion of pupils speaking English as an additional language is above the national average. Of these, a small minority is at the early stages of learning English.
- The proportion of disabled pupils and those pupils with special educational needs is below the national average. Most of the additional needs relate to communication and speech and language difficulties.
- The proportion of disadvantaged pupils supported by the pupil premium is broadly average. The government provides this additional funding to give additional support to pupils known to be eligible for free school meals and those who are looked after.
- The school meets all the government's floor targets. These set the minimum expectations for pupils' attainment and progress.
- The school has received external recognition of its work in planning the range of subjects and activities that pupils' experience.
- The school's section 48 inspection of religious character took place in October 2014. It was judged outstanding.
- The school became an academy on 1 May 2013. It is part of the Trinitas Academy Trust alongside St Augustine of Canterbury C of E Primary School, and Trinity Church of England School, Belvedere. A chief executive has overall responsibility for the trust and the primary academies are led by an executive headteacher supported by a head of school in each. Trinitas Academy Trust is led by a board of directors, which includes members from the local governing body of each of the schools.

What does the school need to do to improve further?

- Ensure that the improvements made in pupils' writing continue to raise the level of their attainment by the end of Key Stage 2 to match those in reading and mathematics.

Inspection judgements

The leadership and management are outstanding

- Excellent leadership from the executive headteacher, supported extremely ably by the head of school, creates a highly motivated staff who share a common purpose to deliver the best possible education for the pupils. All staff take responsibility for ensuring pupils achieve as well as they possibly can. As one staff member said, 'Pupils' well-being and progress are at the heart of everything we do.'
- An exceptionally effective team of senior leaders helps to promote a vision of excellence particularly well. The leaders are highly ambitious for the school and its underpinning values. Consequently, together they provide the conditions where pupils' attitudes towards their learning flourish.
- Senior leaders have been particularly successful in developing the skills and effectiveness of leaders at all levels. Senior leaders regularly monitor other leaders' work, giving valuable advice to improve their impact. As a result, subject and year group leaders are as rigorous and robust as senior leaders in their checks on the quality of teaching. Pupils' achievement has risen because of this close attention to developing the quality of pupils' learning.
- Teachers are highly appreciative of the opportunities they have to develop, learning from each other across the school, the Trinitas Academy Trust and the wider Anglican Schools' Partnership. There is a positive atmosphere of reflection and desire to improve amongst staff. As a result of this and leaders' extremely thorough checks on pupils' progress, staff quickly identify areas for improvement and additional training and support are provided where necessary. The trust gives very effective support to the school in this training aspect and the rest of its work. Staff from Christ Church also regularly share their expertise and provide high quality staff training and development across the trust themselves.
- Additional funding for sports has provided much appreciated training for staff. This has been very effective in improving their ability to teach different sports confidently. Pupils have benefited from this in lessons. Many more take part in the increasing range of sports available and gain a greater understanding of the benefits to their health from regular sport activity.
- There is a whole school commitment to making sure all pupils have the same opportunities and there is no discrimination. Leaders use additional funding especially well to support disadvantaged pupils' academic and personal development. Their relentless focus on how well disadvantaged pupils are doing is highly effective and these pupils achieve as well as, and often better than, others in the school and nationally.
- Staff and pupils alike are extremely enthusiastic about the subjects taught and, more precisely, by the way they learn. Pupils really appreciate being able to plan their own learning alongside teachers. This is a key factor in pupils' extremely positive attitudes towards learning. Leaders have worked hard to incorporate the changes introduced with the new National Curriculum, providing much appreciated opportunities for parents to find out about the changes. This creatively planned curriculum focuses on developing pupils' key skills, most especially in reading, writing and mathematics, making sure there are plentiful occasions to use and practise these skills in other subjects.
- The spiritual, moral, social and cultural development of pupils is outstanding. It is fundamental to the school's values and all it does. Through this, pupils are extremely well prepared for life in modern Britain and develop an especially good understanding of those qualities identified as core British values. Particularly strong is its promotion of tolerance and respect. Not surprisingly, pupils have very positive attitudes towards one another, their relationships and their work and play. They are able to talk very maturely about their understanding of ideas such as faith, consequences and cultural diversity.
- A very large majority of parents feel that their children enjoy school and learning. They think the school does the best for their children, making sure they achieve well and in keeping them safe. Procedures and systems relating to safeguarding arrangements meet statutory requirements and leaders are vigilant in ensuring they are up to date and robust. All staff are fully aware of these procedures and ensure they are fully implemented and the school is highly effective in keeping pupils safe.
- **The governance of the school:**
 - Governors and directors are highly committed to promoting the school's values and are very supportive of the school's leaders and the work they do. Through reports they receive from leaders, they have a very accurate understanding of how the school is doing and how it is planning to improve. They use information about pupils' achievement and progress effectively to ask questions and check, for example, that the school uses additional funding wisely and successfully. The local governing body is increasingly effective in carrying out its own checks on the school's effectiveness. The governors benefit greatly from the strategic direction the board of directors provides and seek training to hone their skills. Governors have a thorough understanding of the quality of teaching in the school and how targets set for staff link to pupils' progress and ultimately to pay and professional progression.

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

- The behaviour of pupils is outstanding. They are extremely thoughtful, considerate and polite. The pupils know the school's values extremely well and can not only explain what they are but give examples of when they have followed them. One pupil explained, 'You have them so that you know how to behave and how to improve.' Whilst another pupil added, 'They help you to set an example for younger children.'
- Pupils demonstrate considerable enthusiasm for school and extremely positive attitudes towards learning. They thrive in an atmosphere where they are encouraged to take responsibility, both for their learning and each other's attitudes and behaviour. Pupils are extremely proud of their achievements and very keen to share when they were rewarded for their thoughtfulness or particular pieces of work that show how they have improved.
- The school uses an excellent range of ways to encourage the best behaviour. Pupils are very appreciative of the rewards they receive, not only to acknowledge their behaviour but also their effort, enthusiasm and achievement. They fully understand the need for sanctions where necessary and point to how these have helped to improve individuals' behaviour considerably.
- Pupils show considerable maturity when discussing behaviour, acknowledging that sometimes 'you can have a bad day'. They explain that they all have responsibility for helping to improve their own and others' behaviour. The Behaviour Buddies Group provides pupils with an excellent opportunity to suggest ways to promote good behaviour. Similarly, pupils are trained and encouraged to resolve conflicts themselves. This helps prepare them very well for the next stages in their education and for the world of work.
- Pupils show how keen they are to come to school in their above average attendance. The school rigorously checks attendance for individuals and groups. Through the work of the parent partnership, it has been very effective in continuing to improve attendance for individuals and increasing families' awareness of the importance of regular attendance and punctuality.
- Throughout the school, pupils are extremely keen to volunteer. This may be acting as a monitor at a class level, raising funds for charities or helping to keep the school grounds and playgrounds tidy. Pupils elected to the school council take an active role in bringing about change. Currently, they are active in developing ideas to help pupils develop a healthy and active lifestyle.

Safety

- The school's work to keep pupils safe and secure is outstanding. Parents and pupils agree. The school carries out extremely thorough and regular checks to ensure policies and procedures are followed. All staff have training and staff new to the school undergo a rigorous period of instruction to make sure they know the school's systems.
- Pupils are very keen to be involved in making the school a safer place. On a personal level, they are very good on the rare occasions when necessary of reminding one another how to behave safely. At a school level they act, for example, as play leaders, showing a very good understanding of the need to help pupils play safely on the large school field. Through very effective training, they are able to help others to play positively. Pupils have represented the school at a local authority level, giving a presentation to others on how this approach works at Christ Church.
- When asked whether bullying happens at their school, pupils are categorical that 'it just doesn't happen'. They acknowledge that, at times, pupils can fall out, but that there are extremely good systems in place to help, such as the 'bully buster' boxes. They are unanimous in their view that staff will help to sort out any problems, but equally agree that members of the school council are 'very good at standing up for you too'.
- Pupils demonstrate a very thorough understanding of the different types of bullying such as racist, homophobic and internet based. Pupils show considerable respect for each other's different faiths, cultures and views.

The quality of teaching is outstanding

- Pupils' outstanding achievement and extremely positive attitudes towards learning are as a result of outstanding teaching. Relationships between staff and pupils are excellent and help considerably to foster pupils' love of learning and very positive work ethic. Teachers have very high expectations of pupils and pupils, in turn, work extremely hard to meet them.
- Pupils are extremely motivated, excited and involved in their learning as teachers use a wide variety of highly effective approaches when planning lessons. Pupils appreciate this a great deal and participate and get involved eagerly because their learning is stimulating. One pupil explained, 'I was really interested in this topic (volcanoes) so I tried really hard to improve my work.' Pupils know that when they plan and

devise their own work they should look for ways to demonstrate what they have been learning in English and mathematics as well as a range of other subjects.

- Through plentiful opportunities to discuss and evaluate their personal learning, pupils are able to demonstrate an extremely good understanding of the progress they are making. Highly effective guidance, both verbally and through marking, helps pupils know exactly what they need to do to improve. Pupils are eager to act upon this. The high quality dialogue between staff and pupils is also used to great effect to extend and deepen pupils' knowledge and understanding.
- Teachers and teaching assistants use a variety of very effective ways, including questioning, to check what pupils already know and what they need to learn next. They are swift to adapt activities and lessons, where necessary, to ensure pupils are making the best possible progress.
- Reading, writing and mathematics are taught very well throughout the school. Very regular training ensures that all staff, including those new to the school, use the same approaches equally effectively and that staff subject knowledge is high. There is an equal focus on acquiring new skills, practising them and then using and transferring the skills in a range of situations and subjects.

The achievement of pupils

is outstanding

- Across the school, all groups of pupils make outstanding progress from their starting points as a result of a whole school commitment to ensuring all pupils have equal opportunity to achieve well. Different groups, such as boys and girls or pupils from different ethnic backgrounds, all achieve well. The trend in achievement in early years, Key Stages 1 and 2 has risen steadily in recent years, reflecting leaders' relentless drive for improvement.
- Disadvantaged pupils across the school do especially well. The school's actions have been highly effective in eradicating any gaps in attainment and progress between this group and that of others. When compared to other pupils in the school and nationally, they make better progress in reading, writing and mathematics. In 2014, their attainment at the end of Year 6 was higher than others in school and pupils nationally. They were eight months ahead in reading, four in mathematics and just under a term ahead in writing.
- Disabled pupils and those with additional educational needs make very good progress because teachers have a very good understanding of their needs. The work they plan ensures that these pupils build upon their skills systematically. Staff provide just the right balance between additional support in groups or one to one and in lessons.
- The school's very thorough systems for checking pupils' progress make sure staff can act very quickly if any individuals are at risk of falling behind, whilst also stretching the most able. Tasks set often enable teachers to identify those pupils who are most skilled especially well. They then provide activities to challenge pupils' thinking and deepen their understanding extremely well.
- Additional support for the most able pupils is highly effective in ensuring these pupils fulfil their potential. For example, teachers from the secondary school in the Trinitas Academy Trust very successfully help those pupils working at the highest levels in mathematics.
- The school focuses on communication and literacy particularly effectively because this aspect of children's skills is typically less well developed as they start in Reception. As a result, children have secured high standards and excellent progress in reading and phonics (the sounds letters make). From the Reception classes the school is extremely effective in providing opportunities to develop pupils' speaking and language skills. Those pupils with English as an additional language, especially at the early stages of learning English, benefit greatly. Consequently, they make very good progress learning English and achieve as well overall as their peers.
- Pupils' progress in writing has also benefited from leaders' actions to make it even better. In 2014, those pupils in Year 6 made better than expected progress when compared to pupils nationally. This strong progress is reflected in pupils' writing across the school. However, whilst improving considerably, standards in writing do not quite yet match those in reading and mathematics.

The early years provision

is outstanding

- Leadership of the early years is outstanding. As with leaders across the school, there is a relentless drive to enable all children to achieve well and develop a love of learning.
- The early years leader works extremely closely with her team to secure an accurate picture of the skills and understanding of children as they join. Typically, children's skills in all aspects of communication and

language, literacy and mathematics are weaker than might be expected for their age.

- Because of the extremely good teaching and support children receive, they achieve well. Children make very rapid gains in all areas of learning. They are very well prepared for their next classes, with an above average proportion reaching the expected level by the time they start in Year 1.
- Adults are quick to establish routines and set high expectations. Children are especially successfully encouraged to make choices, work together and cooperate. From the beginning, children demonstrate considerable perseverance and enjoyment in their play and learning because there is a wide range of activities in which they get involved. As a result, children are extremely well behaved, kind to one another and respond well to adults.
- Staff know the children exceptionally well because they make frequent checks to assess children's learning and understanding. Questioning, observations and information from parents all combine to ensure staff have an accurate picture of what each child can do and what they need to do next. Staff spend a great deal of time talking and playing with the children to encourage them to communicate and interact.
- Parents are very happy with the way the school cares for their children and its efforts to keep them safe. They are encouraged to share their children's achievements with the school and appreciate the opportunity to do so. The school provides information on the website, workshops and the chance, every day, to talk to staff for parents so that they are able to best support their children at home.

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

Unique reference number	139212
Local authority	Bexley
Inspection number	449807

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	373
Appropriate authority	The governing body
Chair	Heather Taylor
Headteacher	Executive Headteacher: Beverley Gardner Head of School: Gillian Ball
Date of previous school inspection	Not previously inspected
Telephone number	01322 333780
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