

Inspection of Christ Church C of E Primary School

Flaxley Lane, Middlebeck, Newark-on-Trent NG24 3XB

Inspection dates: 21 and 22 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Christ Church is a warm and welcoming school community. One parent said: 'Parents and teachers work in partnership and make sure the children get the best education they can.' Parental comments like these are typical. The values of faith, hope and love underpin the work of the school.

Pupils are happy at Christ Church. They behave well because leaders and teachers have high expectations. They say the 'remind, warning and consequence system' helps them behave better. One pupil said: 'Bullying is very, very, very rare. When it happens, we know teachers will deal with it.' Pupils feel safe. They are respectful of each other and of difference. Pupils feel welcomed and valued. Parents of pupils with special educational needs and/or disabilities (SEND) speak positively about the support for their child. These pupils achieve well.

There has been considerable change recently. However, all staff remain focused on making the school a better place for pupils. The new building has created an opportunity to raise expectations further, and leaders have grasped this opportunity. There are lots of activities for pupils to be involved in beyond the classroom. They are excited at the possibility of being a school councillor. They understand the importance of this role and how they can make a difference in this school.

What does the school do well and what does it need to do better?

Staff are ambitious for all pupils. This is reflected in the work that has recently taken place to develop the curriculum. The curriculum is designed so that pupils increase their knowledge over time. Activities are suitably adapted to the needs of pupils, including those with SEND. The local SEND network provides additional advice to the adults supporting these pupils. Teachers plan lessons that are engaging and that pupils enjoy. However, in some subjects, teachers do not check closely enough what pupils have remembered over time.

Learning to read is a priority at Christ Church. Leaders make sure that all staff have the knowledge and skills to teach pupils to read well. Adults regularly check how well pupils are doing. They make sure pupils get the right support when they need it. When pupils fall behind, they get the necessary help to catch up. Carefully chosen books match pupils' knowledge of phonics and help them to develop their reading. Pupils enjoy the opportunity to earn 'reading ribbons'. They say that this encourages them to read more often.

Leaders make sure that staff are well trained. Leaders support new staff when they join the school so that they receive the knowledge they need to support pupils effectively. Staff appreciate this support and say they feel part of a big family. Leaders at all levels, including governors, know how important it is to have healthy, happy staff. Staff receive professional and personal support when they need it. Staff feel they are well cared for and that their workload is considered by leaders.

Leaders know their school well. When they identify an aspect of the school that needs improving, they actively seek expertise that they can draw on to help to secure improvements. Recent support from the local authority and the diocese has been particularly effective in developing subject leaders and the curriculum. Leaders are resolute about making this school a better place for all.

Children make a really good start in the early years foundation stage. Teachers establish routines quickly. Parents appreciate the information they get to help their children. Expectations of what children can achieve are high. The curriculum is well planned and sequenced. Activities are well organised in the classroom. However, occasionally teachers do not deepen and consolidate learning in the outside area.

Pupils behave well. They are courteous, well mannered and work well together. There is little low-level disruption. If it happens, teachers quickly address it. Staff follow the school's behaviour policy consistently.

There are a range of opportunities to promote pupils' broader development. Pupils can enjoy the choir, gardening club, sporting opportunities and other activities. Pupils learn about other faiths and cultures. The school has a values-based curriculum which ensures pupils are spiritually and morally aware. However, not all pupils can recall precisely what they have been taught about different faiths.

Pupils know of the importance of being in school. However, some children do not attend school regularly enough. Leaders are working hard to improve this.

During the school's expansion and move, leaders have made it a priority to engage and work more closely with parents. They make sure that parents have the information they need to help their children at home. Parents appreciate the support staff offer. One parent said: 'Staff are caring and nurturing and create a safe and positive space for our children.'

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe. They learn how to keep themselves safe in the community and when learning online. Leaders prioritise pupils' mental health and well-being. They feel well supported by well-trained staff.

There is a strong culture of safeguarding. Record-keeping is rigorous and well monitored. Systems identify pupils who need help early. Staff are well trained. Mini tests make sure staff remember important information. They know how to look out for signs of risk. Swift action takes place as a consequence. Both external and internal support provides the necessary help. Governors take their safeguarding duties seriously.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not check closely enough what children know and remember. As a consequence, teachers are not always aware that some pupils have gaps in their knowledge. Leaders need to ensure that there are proportionate and suitable systems in place to check what pupils know and remember and to make sure that any gaps in knowledge are considered and addressed.
- Some pupils cannot recall much about what they have been taught about world religions and cultures. Teachers need to check what pupils know and remember and revisit learning where necessary to ensure that pupils can remember what they have been taught.
- While a well-planned and sequenced curriculum is in place in the early years and foundation stage, pupils do not have as many opportunities to consolidate their learning in the outside area. More focused learning needs to be planned for in the outside area so that children's knowledge can be consolidated and extended.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	122792
Local authority	Nottinghamshire County Council
Inspection number	10241090
Type of school	Primary
School category	Voluntary Aided
Age range of pupils	3 to 10
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair of governing body	Anthony Roberts and Nicola Monks (Co-Chairs)
Headteacher	Alison Richardson
Website	www.christchurchprimarynewark.co.uk
Date of previous inspection	29 January 2019, under section 5 of the Education Act 2005

Information about this school

- The headteacher took up the post in January 2021.
- The school recently changed from an infant school to a primary school.
- The school recently relocated to a new site on the outskirts of Newark.
- At the time of the inspection there were two acting headteachers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with senior leaders, including the special educational needs and disabilities coordinator, and representatives of the local authority and diocese.

- Deep dives were conducted in the following subjects: early reading, mathematics, music and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers and talked to some pupils about their learning. Aspects of the school's personal, social, health and economic education programme were also sampled.
- Information on attendance and behaviour logs and safeguarding records was scrutinised. This included the school's single central record. Inspectors also conducted meetings with leaders to discuss the safeguarding of pupils.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.
- The views of staff were considered through the Ofsted surveys. Views of parents were sought during the inspection and through Ofsted surveys.

Inspection team

Mark Anderson, lead inspector

His Majesty's Inspector

Ben O'Connell

Ofsted Inspector

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