

# Inspection of a good school: Christ Church C of E Primary School

Royal Park, Clifton, Bristol BS8 3AW

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Inspection dates:

7 and 8 March 2023

## **Outcome**

Christ Church C of E Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

## **What is it like to attend this school?**

Pupils feel overwhelmingly happy and safe at Christ Church Primary School. They have a clear understanding of their school rules and demonstrate kindness and respect to one another. There are warm and caring relationships between adults and pupils. Pupils say that they have a trusted adult they can talk to if needed.

Leaders are driven to ensure all pupils achieve well through a rich, varied and exciting curriculum. This is not just for the academic but also for the personal and social elements of school life. From Reception, children are highly involved and motivated by what they learn.

Pupils' behaviour and conduct at school are exemplary. Pupils say that behaviour is good because learning is 'fun' and 'challenging'. Pupils are clear that bullying is not tolerated and, if it did happen, staff would act swiftly to deal with it.

Pupils are encouraged to take pride in everything they do. This is celebrated, for example through the high-quality artwork which adorns the school.

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

The curriculum is highly effective and engaging for all pupils. Leaders have clearly and expertly threaded throughout the curriculum the key knowledge, skills and vocabulary that pupils need. This helps pupils gain a deep-rooted knowledge of the curriculum in each subject. For example, pupils have a high level of mathematical knowledge. This is underpinned by teachers' consistent use of mathematical vocabulary.

Subject leaders are highly skilled and passionate about the subjects they lead. Leaders use assessment well to provide them with an accurate and detailed view of their subject.

Teachers are quick to pick up on misconceptions and identify gaps in pupils' knowledge. As a result, pupils build knowledge well and remember more over time. For example, in art, pupils recall what they have learned about artists and artistic processes clearly. Pupils confidently link new learning to what they already know.

The reading curriculum begins as soon as children enter Reception and continues until they leave the school in Year 6. Younger pupils follow a clear, well-developed phonics curriculum and learn to read quickly. Children in Reception blend sounds into words and demonstrate they are phonics experts. Pupils read books that are appropriately matched to the sounds they know. Older pupils love reading and have a passion for a range of genres and authors.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Leaders identify pupils' needs effectively. Staff have the necessary training and support to ensure that they meet these needs. As a result, pupils with SEND learn the full curriculum successfully. There is a highly inclusive environment for pupils to thrive in. However, some parents believe that communication with them could be better, especially some parents of pupils with SEND.

Pupils benefit from a range of clubs which are open to all. They love the opportunities to go on trips and visits, as well as the chance to work outside in forest school. Pupils are clear that everyone is welcome at their school. They show a high level of respect towards different beliefs and cultures. Leaders ensure pupils can participate in school life in a variety of ways, such as through the school council, or by becoming eco and worship leaders. The school works closely with the local church and wider community.

Staff feel well supported by leaders and love working at this school. They say that there is a high degree of trust and understanding. Staff say that their workload is considered and they feel part of a team.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that there is a strong culture of safeguarding in this school. Staff are clear about the expectations for reporting concerns. Leaders make the correct checks when recruiting staff. Governors are aware of their statutory duties and receive regular updates from school leaders. All staff and governors have updated safeguarding training and are aware of potential risks in the local area.

The school curriculum covers aspects of safeguarding, so pupils know how to keep themselves safe. This includes online safety.

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

### **(Information for the school and appropriate authority)**

- Some parents say that communication from leaders is not as strong as they would like

it to be. This means that parents do not always feel well informed about their child's education, especially some parents of pupils with SEND. Leaders should work to actively engage these parents so that the whole community is aware of the work the school is doing to support all pupils.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in May 2013.

## 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

<b>Unique reference number</b>	138317
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10256783
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	326
<b>Appropriate authority</b>	The board of trustees
<b>Chair of trust</b>	Liz Gray
<b>Headteacher</b>	Clare Jones
<b>Website</b>	<a href="http://www.christchurch.bristol.sch.uk">www.christchurch.bristol.sch.uk</a>
<b>Date of previous inspection</b>	3 October 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is in a single-academy trust.
- The school is a voluntary-controlled Church of England school. It is part of the Diocese of Bristol. The school's most recent section 48 inspection, for schools of a religious character, took place in June 2018.
- The school uses two registered alternative providers.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, the special educational needs coordinator, subject leaders, teachers and governors.
- The inspector also spoke to a representative of the local authority and a representative of the Diocese of Bristol.

- The inspector carried out deep dives in early reading, mathematics, and art and design. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector looked at a range of documents, including responses to the surveys for parents, pupils and staff issued at the time of the inspection.

### **Inspection team**

Simon Woodbridge, lead inspector

His Majesty's Inspector

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