

# Inspection of Christ Church Hanham CofE Primary School

Memorial Road, Hanham, Bristol BS15 3LA

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Inspection dates: 6 and 7 June 2023

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| <b>Overall effectiveness</b> | <b>Good</b>          |
| The quality of education     | <b>Good</b>          |
| Behaviour and attitudes      | <b>Good</b>          |
| Personal development         | <b>Good</b>          |
| Leadership and management    | <b>Good</b>          |
| Early years provision        | <b>Outstanding</b>   |
| Previous inspection grade    | Requires improvement |

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

Children get off to a flying start in the early years. Parents and carers say their children feel loved, cared for and flourish at school. Staff know the pupils and their families well. Over time, pupils become confident, independent thinkers who are well prepared for the next stage of their education.

Pupils are enthusiastic about their learning and wider opportunities. They praise the amount of lunchtime and after-school clubs on offer. Pupils are excited by these rich experiences. The activities such as choir and rugby help to develop pupils' talents and interests. Many pupils continue to learn musical instruments after whole-class lessons.

Pupils are polite and well behaved. They play well together in mixed-age groups. This begins in the early years, where staff help children to share, take turns and listen to each other. Pupils show respect to each other and adults. Bullying is not tolerated. Pupils say they feel safe in school.

There are many opportunities for pupils to take on roles of responsibility. They are proud to represent their school. For example, pupils may be elected to join the 'Active Crew'. Parents say that their children are proud to attend the school.

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

Leaders promote a love of reading through their choice of high-quality texts and through engagement with parents. For example, activities such as stay-and-play events in Reception Year and World Book Week promote a love of reading for children. Teachers and teaching assistants have a secure knowledge of phonics. Pupils read books that match the phonics they learn. Staff give pupils who need help extra time and support to practise their phonics and reading. As a result, pupils build their phonics knowledge, reading speed and accuracy well.

Staff guide pupils to explore texts to interest and deepen pupils' knowledge of different books. Teachers skilfully use class discussions to encourage pupils to practise using new words. In the Reception Year, staff develop children's communication skills effectively. For example, children in the early years listen to traditional tales before retelling the story using new words. This inspires them to write their own stories successfully.

Leaders, including governors, have high expectations for pupils' learning. This includes pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Leaders have designed and implemented an ambitious, carefully sequenced curriculum. The essential knowledge leaders want pupils to know and remember is identified from Reception Year to Year 6. The new curriculum is improving the quality of education experienced by pupils.

Teachers regularly check what pupils remember of the curriculum in most subjects. When teachers know the curriculum content well, they accurately identify pupils' next steps. This includes pupils with SEND. For example, in mathematics, teachers ensure that pupils fill gaps in their knowledge before moving on. This work is effective.

Nevertheless, leaders recognise that there needs to be greater consistency in teachers' curriculum subject knowledge and the use of assessment information to close gaps and plan future learning in some subjects. Where teachers' subject knowledge is not secure and assessment methods are not agreed, learning activities are not adequately adapted to rectify these gaps. For example, some pupils find it difficult to complete maps in geography correctly. When mistakes are not corrected, pupils continue to make errors.

Staff have high aspirations for pupils' behaviour. In the early years, clear routines help children to quickly learn to use and share resources appropriately. There is a calm and orderly environment in the school. Staff provide additional support to pupils who need help to recognise and manage their emotions and behaviour. Leaders have rightly prioritised training for staff to help them support pupils' social and emotional needs.

Pupils' personal development is supported well. Pupils learn how to be physically and mentally healthy. Pupils know how the school values help them to make the right choices in life. They understand and discuss the importance of democracy and respect. Pupils are keen to find out about religions and cultures different from their own and how they can contribute positively to society.

Leaders think carefully about barriers to learning and how to overcome them. For example, leaders successfully support individual families to help them improve their children's attendance at school.

Governors have robust systems in place to monitor and evaluate the effectiveness of leaders' actions. They welcome advice and seek out good practice to continually support and challenge leaders effectively. This includes ensuring that staff feel supported to manage their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

The appropriate checks are carried out before staff and volunteers begin working at the school. Staff and governors receive appropriate safeguarding training and updates. Staff understand their safeguarding roles and responsibilities. They know how to report and record concerns for pupils' welfare.

Leaders are tenacious when trying to secure support for the school's most vulnerable pupils. They are not afraid to escalate concerns should they be unhappy with the response from an external service.

Pupils are taught how to keep themselves safe, including online and outside of school.

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

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

- In some foundation subjects, leaders have not set out how they want pupils' learning to be assessed. This means teachers do not check and rectify misconceptions quickly enough. Leaders need to agree on assessment methods across these subjects and support teachers to use the information to ensure pupils know and remember more.
- Teachers do not have secure subject knowledge across some foundation subject curriculums. Consequently, learning activities do not always provide pupils with opportunities to secure and deepen their knowledge sufficiently well. Leaders need to support teachers to improve their subject knowledge to the same standard in all areas of the curriculum.

## **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

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| <b>Unique reference number</b>             | 109163   |
| <b>Local authority</b>                     | South Gloucestershire  |
| <b>Inspection number</b>                   | 10256706   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Maintained   |
| <b>Age range of pupils</b>                 | 4 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 300  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing body</b>             | Jason Worlock  |
| <b>Headteacher</b>                         | Neil McKellar-Turner   |
| <b>Website</b>                             | <a href="http://www.christchurchhanhamprimaryschool.co.uk">www.christchurchhanhamprimaryschool.co.uk</a> |
| <b>Date of previous inspection</b>         | 22 and 23 May 2019   |

## Information about this school

- The school is a South Gloucestershire local authority maintained school.
- It is a Church of England school within the Diocese of Bristol.
- The headteacher joined the school in November 2019.
- The assistant headteachers began working at the school in September 2022.
- The school does not use any alternative provision.

## 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.

- The inspectors met with the headteacher, one of the assistant headteachers, the inclusion leader (online), staff, pupils, governors, including the chair of the governing body, a local authority and a diocese representative.
- The lead inspector listened to pupils from Years 1 and 2 read to a known adult.
- The inspectors carried out deep dives in these subjects: reading, mathematics, history, geography and art and design. For each deep dive, the inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons in phonics, mathematics and art and design, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also observed pupils during breaktimes and spoke with pupils and leaders about personal, social and health education and opportunities for pupils' personal development.
- The inspectors reviewed the school's safeguarding documentation, including records of safeguarding checks carried out on staff working at the school. They considered how well the designated safeguarding lead acts on concerns about pupils' safety and welfare. The inspectors spoke to pupils, staff and governors about safeguarding practices.
- The lead inspector considered the responses to Ofsted's online survey, Parent View. She also took into consideration the responses to the survey for staff. There were no responses to the pupil survey.

## Inspection team

|                              |                         |
|------------------------------|-------------------------|
| Marie Thomas, lead inspector | His Majesty's Inspector |
| Martin Greenwood             | Ofsted Inspector        |
| Sandra Woodman               | Ofsted Inspector        |

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