

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

Pine Gardens, Surbiton, Surrey KT5 8LJ

Inspection dates:

23 and 24 April 2024

Outcome

Christ Church C of E Primary School continues to be a good school.

What is it like to attend this school?

Pupils thrive in this happy and supportive school. They are proud of its inclusive ethos and being a member of the 'Christ Church family'. Staff work in very close partnership with parents and carers and the community to deliver a positive experience for pupils. The school's mission statement of 'have faith, take responsibility, show respect and achieve' is lived out daily by pupils and staff.

The school develops pupils' knowledge and confidence through a broad and ambitious curriculum. Pupils achieve well in their learning, which is also reflected in published outcomes. This is because the school has high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils are well prepared for the next stage of their education.

Pupils behave well both in lessons and around the school. They are motivated and show respect and kindness towards adults and each other. Pupils say that bullying is rare and that if it occurs, it is dealt with swiftly.

The school develops pupils' independence and character. Pupils take on leadership responsibilities. For example, they can be house captains and help at school clubs. Older pupils listen to younger pupils read. Pupils appreciate the wide range of clubs they can choose to attend. These include chess, choir, football, squash, and creative activities such as the recently introduced 'beyond blocks' club.

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

Leaders have designed an ambitious curriculum for all pupils, including pupils with SEND. They have thought carefully about the subject content that they want pupils to learn. The curriculum is carefully sequenced so that pupils' knowledge builds up step by step through the years. For example, in geography, the theme of sustainability is woven through all

year groups. Pupils start learning about the natural habitat and animals in Year 1 and move on to the food chain in Year 2. In the older year groups, pupils start to learn about more complex topics, such as the water cycle and rivers and how they shape our physical and human environments.

Teachers are enthusiastic and have good subject knowledge. They use effective strategies in the classroom which enable most pupils to know and remember more of what they have learned. For example, in mathematics, pupils confidently convert fractions into decimals by remembering how to use division which they have learned previously. They are then able to apply a new method, which is clearly explained by the teacher, to solve more challenging questions. In the early years, children develop a secure knowledge of number and pattern in indoor and outdoor environments.

Across the school, teachers generally ask effective questions in lessons and address any misconceptions on the spot. Sometimes, the checking of what pupils have learned is not secure. This means some pupils cannot connect their learning, and, as a result, they cannot show a deeper understanding of what they have been taught.

The school identifies pupils with SEND with precision. Staff are ambitious for these pupils, who follow the same curriculum as their peers. Sometimes, teachers need to adapt activities more appropriately to ensure pupils with SEND, or those who are new to learning English, can access the ambitious curriculum.

Leaders prioritise reading across the school. From the start of Reception, pupils learn to read using phonics. Pupils and those at the early stages of reading develop the phonics knowledge and skills they need to read with fluency. Teachers make sure that pupils read books that match the sounds they know. They quickly identify pupils who are not as confident and put in place a range of appropriate support. This means pupils, including those with SEND or who are new to learning English, become confident and enthusiastic readers. This love of reading continues throughout the school.

The school has established a well-thought-out and age-appropriate programme to support pupils' wider development. This well-being curriculum is aligned to the school's Christian faith and values. Teachers explain sensitive topics, such as 'healthy relationships', with care. The school creates a harmonious and inclusive environment in which pupils are taught to respect other faiths and cultures. There is a strong focus placed on enhancing the curriculum. For example, older pupils take part in a residential trip to Dorset, where they can apply their geographical and historical skills to a new location. Younger pupils have the opportunity to visit Hampton Court and the O2 arena.

Leaders have robust systems for ensuring pupils attend school regularly and on time. They work with families and other agencies to ensure that pupils' welfare is carefully monitored. This means that attendance levels are high and action can be taken if there are patterns of concern.

Staff are exceptionally positive about working at Christ Church. They appreciate how new leaders are taking their views into account when making changes to improve the school even further. Governors know their school community very well. They hold leaders to

account for the quality of education at the school but also consider staff welfare. Parents and carers are very positive about their child's experiences at school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, there are inconsistencies in the implementation of the school's ambitious curriculum. Teachers sometimes do not check that all pupils fully understand what they have been learning. This means that some pupils, including those with SEND or who are new to learning English, are not able to connect important knowledge and skills. This results in them not achieving as well as they could. The school should ensure all staff develop expertise in the checking of learning and making appropriate adaptations to teaching activities when necessary.

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 March 2015.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102586
Local authority	Kingston upon Thames
Inspection number	10323327
Type of school	Primary
School category	Voluntary aided
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	453
Appropriate authority	The governing body
Chair of governing body	John Shepherd
Headteacher/Principal	Elena Hough
Website	www.ccp.kingston.sch.uk
Date of previous inspection	28 November 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision for pupils.
- The school has a Church of England religious character. The school had its last section 48 inspection by the Diocese of Southwark in December 2019.
- The school runs its own breakfast and after-school club.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- 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 her evaluation of the school.
- The inspector met with leaders and staff in the school, including those responsible for the quality of education, behaviour, attendance, wider development and safeguarding.
- The inspector met with representatives from the governing body, local authority and the diocese. These included the chair of the governing body.

- The inspector carried out deep dives in early reading, mathematics and geography. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and inclusive culture around safeguarding that puts pupils' interests first.
- The inspector spoke to a range of pupils and staff members and reviewed the responses to Ofsted's online pupil and staff surveys. She also considered the views of parents who made responses to the online survey for parents, Ofsted Parent View.

Inspection team

Susan Maguire, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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