

# Inspection of Christ Church C of E Primary School

1 Robinson Street, London SW3 4AA

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Inspection dates: 9 and 10 July 2024

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since June 2013.

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

Happy pupils attend this school. They are proud of their community and value the opportunities available to them. The school offers an impressive array of activities and clubs, including gardening, chess, coding and a variety of sports. The performing arts provision is equally impressive with school performances that include all who wish to participate. A high proportion of pupils become confident musicians by the time they finish school.

Behaviour here is exceptional. Pupils model the school's core virtues of kindness, love and generosity and treat each other with a caring and inclusive approach. They are helped to make friends and taught about healthy friendships. In Year 6 and Reception, they are given the roles of 'shepherds and sheep' where older pupils act as role models and read to the youngest in the school. Pupils feel welcome and safe at the school. Bullying is extremely rare and taken seriously by all.

Pupils are eager to learn the interesting and aspirational curriculum that has been established by leaders. The school sets high expectations for pupils, which are met and exceeded, including for pupils with special educational needs and/or disabilities (SEND). The outcomes for pupils in Year 6 are remarkable, with high achievement a feature across subjects.

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

The school's curriculum has ambition and breadth. Starting from the early years, pupils learn to communicate and build up the skills they need for their next stage of learning. Leaders have thought carefully about how pupils progress from Reception to Year 6, and pupils learn important ideas that are built on over time. For example, in music, pupils begin in Reception by learning rhythm and patterns in singing. By Year 4, they know the technical elements of singing together and controlling pitch and intonation. As a result, the school has a strong and active choir that performs in public, including at high-profile local events.

Staff skilfully check that pupils understand what they have been taught. Pupils who need additional help, including pupils with SEND, are identified and helped to learn alongside their peers. Teachers insist on high-quality work, and pupils capably meet these high standards. Pupils can discuss their learning and consider new ideas and concepts. For example, pupils learn about the different perspectives of immigrants and invaders when learning history.

Pupils deepen their learning through visits and trips linked to the curriculum. These visits help to make learning come to life and develop pupils' cultural awareness. Pupils visit farms to understand the source of their food, or visit galleries to use art to visualise what life looked like in another era. The school takes the same thorough approach in developing pupils' wider knowledge. For example, pupils in Year 6 travel to the Royal Courts of Justice to conduct a mock trial on the important issue of cyber-bullying. This approach to character development is an exceptional trait of the

school, embedded in its curriculum. Pupils become champions of the school's 'virtues', which are taught through these experiences.

The school has made reading a central feature of its curriculum offer. Pupils learn to read with fluency, starting from Reception. In the early years, adults provide targeted support and ensure pupils can form the right sounds and write words. Staff are reading experts and use their knowledge to help weaker readers to catch up, including pupils with SEND. As a result, pupils read with confidence and access challenging books for pleasure. The school's literary festival with visiting authors and special guests encourages pupils further.

The school has high expectations for pupils' behaviour. There is a clear code of conduct to help pupils to know how to behave when in class and when moving around the school. Staff take a considerate approach to understanding pupils. They ensure that pupils understand why rules are in place and teach them how to reflect on positive behaviours. As a result, pupils are polite and courteous throughout the school, starting from the early years. In lessons, they focus and show positive attitudes towards their learning.

Leaders have ambitious targets for the attendance levels they expect of pupils. The school reaches out to parents and carers, ensuring that they understand the importance of pupils being in school each day. Governors emphasise this further. They work with leaders to understand pupils' backgrounds and hold parents to account for their child's attendance. This leads to pupils having high attendance levels. Parents appreciate and value the community at the school and the 'kind and remarkable staff' who work here. Together, leaders and governors maintain the well-being of these staff. They provide rich training opportunities that lead to staff feeling valued.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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 special educational needs and/or disabilities (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

<b>Unique reference number</b>	100489
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10323242
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	204
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Brian Leathard
<b>Headteacher</b>	Avis Hawkins (executive headteacher)
<b>Website</b>	<a href="http://www.ccht.rbkc.sch.uk">www.ccht.rbkc.sch.uk</a>
<b>Date of previous inspection</b>	11 June 2013, under section 5 of the Education Act 2005

## Information about this school

- The school is a Church of England voluntary-aided school within the Diocese of London. The school's most recent section 48 inspection took place in October 2023.
- The school does not currently use any alternative provision.

## Information about this inspection

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

- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, the head of school and members of the senior leadership team.

- Meetings were held with members of the governing body and with representatives from the diocese and the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and music.
- For each deep dive, inspectors 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.
- Inspectors also discussed the curriculum and visited lessons across a range of other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 positive culture around safeguarding that puts pupils' interests first.

### **Inspection team**

Karim Ismail, lead inspector

His Majesty's Inspector

Ray Lau

Ofsted Inspector

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