

INSPECTION REPORT

CHRIST CHURCH CofE PRIMARY SCHOOL

Chorleywood

LEA area: Hertfordshire

Unique reference number: 117561

Headteacher: Gillian Worthington

Reporting inspector: Doreen Clery
3581

Dates of inspection: 15 & 16 May 2002

Inspection number: 230217

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Infant and junior |
| School category: | Voluntary Aided |
| Age range of pupils: | 4 to 11 years |
| Gender of pupils: | Mixed |
| School address: | The Common Rickmansworth Road Chorleywood Rickmansworth Herts |
| Postcode: | WD3 5SG |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | John Heyward |
| Date of previous inspection: | 1 – 4 December 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|---------------|----------------------|
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REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| | |
| WHAT THE SCHOOL DOES WELL | 10 |
| | |
| WHAT COULD BE IMPROVED | 16 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 17 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Christ Church Primary is a Voluntary Aided school situated on the edge of Chorleywood Common in Hertfordshire. There are 244 pupils on roll, including 30 pupils who attend the school's Nursery class on a part-time basis; this is an average size by primary school standards. The percentage of pupils identified as having special educational needs (16.9%), including Statements of Special Educational Needs, is well below the national average. There are no pupils entitled to free school meals and almost all pupils speak English as their first language. On entry to the school, attainment is well above that expected nationally.

HOW GOOD THE SCHOOL IS

This is a very good school with some outstanding features. The school's leadership is highly effective and it benefits from a committed staff and a very effective governing body. The school is very successful in promoting pupils' personal development within a Christian community. The quality of teaching is good overall and this helps pupils to achieve their best. It provides very good value for money.

What the school does well

- The school expects and achieves very high standards in the core subjects of English, mathematics and science.
- The school is highly successful in promoting the spiritual, moral and personal development of the pupils.
- The school benefits from the outstanding leadership of the headteacher, supported by an excellent governing body and the effective team-work provided by all members of staff.
- Overall, the teaching is good, helping pupils to achieve their best.
- Partnership with parents is very good and they have very positive views of the school.

What could be improved

There are no major areas identified for improvement. The school should continue to focus its development on the priorities (Hot Spots) identified in its detailed and comprehensive school development plan (SDP)

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in December 1997 and has made very good improvement since then. It was a high performing school and has sustained its high standards and maintained its good quality teaching. There were no key issues for action following the last inspection, though the school adopted the view that 'maintaining the high standards in all areas of school life' was the key task. In this, they have been entirely successful. There has been a range of initiatives to continue to improve the quality of education provided.

These have included the:

- setting up of a Nursery class;
- modification of two of the classrooms for the younger pupils;
- improvement of safety measures;
- implementation of flood preventative measures - the school has been flooded twice;
- improvement in the quality of the school's administrative support and management of the premises;
- integration of the National Strategies for Literacy and Numeracy and account taken of all other government legislation in developing the curriculum.

Attendance at the time of the last inspection was judged to be very good; it is now excellent. The school has a very good capacity to build on its strengths and to continue its development through the initiatives clearly identified in the SDP.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | All schools | | | similar schools |
| | 1999 | 2000 | 2001 | 2001 |
| English | A* | A* | A* | A* |
| Mathematics | A* | A* | A* | A* |
| Science | A* | A* | A* | A* |

| Key | |
|--------------------|----|
| Very high | A* |
| well above average | A |
| above average | B |
| average | C |
| below average | D |
| well below average | E |

Over the last three years, the school's results at the end of Year 6 have been consistently in the top five per cent in the country. This is also very high achievement when matched against schools of a similar context. For the second year running the school received a DfES award for the excellence of its results. Standards in reading and writing achieved by seven-year-olds are also impressive and again, these are in the top five per cent of the country's results; this is well above average for similar schools. Although standards in mathematics were well above the national average, they were only in line with similar schools in 2001. The school was already placing emphasis on its mathematics curriculum for Years 1 and 2 and detailed plans were in place to improve standards. Inspection evidence shows that the current Year 2 cohort are achieving very high standards in the core subjects of English, mathematics and science and unvalidated national test results and Teacher Assessments endorse inspectors' judgments. Work seen from the current Year 6 pupils is of a similar high standard to previous years. Expectations remain high and targets set for individual pupils at both key stages are challenging. Boys and girls perform equally well.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils have excellent attitudes to their learning. They enjoy coming to school and pupils of all ages and abilities are very keen to learn. They take pride in their school and in their learning. |
| Behaviour, in and out of classrooms | Pupils are exceptionally well behaved in lessons, around the school and in the playground. Pupils know what is expected of them and behaviour is consistently well managed in a very positive way. |
| Personal development and relationships | Excellent. Pupils work together in an exemplary way; they take account of the needs and feelings of others. They recognise that their contribution to the school is valued and they readily take responsibility. |
| Attendance | Excellent – well above the national average. |

TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------------------|-------------|-------------|
| Quality of teaching | Good | Good | Very good |

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching was never less than satisfactory and, in the vast majority of lessons, was good or very good; there was evidence of excellent teaching. Most of the very good teaching and the excellent teaching were seen in Years 3 to 6. The quality of teaching has a significant impact on the standards attained and the pupils' attitudes to their learning. English and mathematics, including literacy and numeracy skills, are very well taught. Very good teaching and support are provided for pupils with special educational needs and more able pupils are challenged through the system of setting or grouping for English and mathematics. Teaching is informed by excellent assessment procedures, which ensure that the work planned is well matched to pupils' individual learning needs; planning is of a high quality. Teachers encourage all pupils to achieve their best and they make good use of time; the quality and commitment of the support staff and the involvement of parents enrich lessons.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | There is a broad and balanced curriculum in all year groups. The provision for children in the Nursery and Reception classes helps them to make a good start in all the areas of learning. The curriculum in Years 1 to 6 is enriched by special events, visitors and visits to places of interest. |
| Provision for pupils with special educational needs | Very good. This aspect of the school's work benefits from a hard working teacher who is committed to success for these pupils and she is supported by a member of the governing body who gives generously of her time and expertise in this area. As a result these pupils make good progress. Through their response to the questionnaire, individual letters and at their meeting, many parents acknowledged what had been done for their child. |
| Provision for pupils with English as an additional language | The very small number of pupils (1.1 per cent) are all fluent speakers of English and they are fully included in all aspects of school life. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school does exceptionally well in developing the personal, spiritual moral and social development of its pupils. Very good provision for the pupils' cultural development; the school has already written its policy for racial equality in advance of the Government's requirement. |
| How well the school cares for its pupils | The school is a very caring community and a high priority is placed upon the pupils' welfare and support. A wide range of very good assessment procedures is in place, which carefully tracks pupils' progress. The school has identified the need to review its format for recording the achievement of children in Nursery and Reception. This development would need to take full account of the areas of learning for children of this age. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Outstanding. The school is extremely well led by the headteacher who provides clear educational direction for the school. She works in very close partnership with the deputy head and together they provide excellent leadership for all staff and pupils. Teaching, planning and pupils' progress are monitored rigorously and effective action is taken to ensure that the high standards are maintained. |
| How well the governors fulfil their responsibilities | Excellent. Governors are very knowledgeable and well informed about the school. They use their considerable expertise to provide a range of support and fulfil their responsibilities in an exemplary manner. They regularly review the school's performance and plan very effectively for the future. Statutory requirements are met. |
| The school's evaluation of its performance | The school evaluates its performance fully and thoroughly by careful analysis of statutory testing and by the systematic monitoring of planning, teaching and learning. |
| The strategic use of resources | Financial planning is carefully linked to the priorities identified in the comprehensive and well-organised SDP. Through their experience of being a Grant Maintained School, their knowledge of financial management is extremely secure. |

The school's financial planning and use of resources are guided by principles of achieving the best possible value in terms of the quality of education provided.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • They believe the school is well led and managed. • They believe the school has high expectations for work and behaviour. • Their children like coming to school. • The school is helping their child to become mature and responsible. • They believe that the teaching is good. | <ul style="list-style-type: none"> • Some would like a greater range of extra-curricular activities. |

Inspection findings fully support parents' positive views about the school. A range of extra-curricular activities is provided for pupils; members of the school council interviewed felt that these were sufficient. Throughout the year, the school offers parents a range of opportunities to discuss with staff the progress that their children are making. Plenty of opportunities are made for parents to discuss issues with the school, including a regular 'drop in' clinic.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school expects and achieves excellent standards in the core subjects of English, mathematics and science.

1. On entry to the nursery class the children receive just the right sort of approach to begin their learning at school. There is a broad and balanced curriculum that covers the areas of learning that young children should experience. A high proportion of adults, including parents, ensures that the children have plenty of interest taken in them and are given good support and guidance in developing their play activities. It is a happy, safe and caring learning environment. At any one time children might be using their imagination to experience role play in areas like the outdoor 'park keeper's hut', they may be involved in cooking, experimenting with construction or simply sitting reading books. Even at this young age the children are encouraged to think about and plan what they are going to do. At the end of one of the morning sessions the children broke into groups with an adult and on their turn to hold the 'teddy bear' spoke about all the things they had done. The children's communication, language and literacy skills are very high indeed. They are fluent in talking about their activities; they ask questions and they communicate their ideas and feelings and listen attentively. At this early stage the expectations of success are sensitively pursued.
2. A significant feature of the school's approach to learning is a continuing search for improvement. The school expects and achieves high standards in **English**. The results achieved are a direct outcome of extremely hard work, innovative strategies, rigorous assessment and excellent leadership by the subject co-ordinator. Although standards in English were well above the national average at the time of the last inspection, it remained a priority for development and the SDP evidences the enormous amount of work that has been undertaken since the previous inspection. One such piece of work involved the development of a detailed scheme of work; this took three years to complete. While all of the objectives of the National Strategy for Literacy have been incorporated into the school's scheme, the scheme is tailored precisely to meet the needs of Christ Church pupils and the school's high expectations and aspirations for them.
3. The outcome of this hard work is seen in teachers' planning, where tasks identified build upon earlier work, and it is also evident in their confidence when teaching the subject. It is no surprise that this has an enormous impact on pupils' attitudes and learning. All lessons have crystal clear objectives and these are shared with the pupils. Teachers are confident and knowledgeable about English as a subject and know how to help pupils do well. Resources are readily available and well prepared. This was the case in a Year 4 lesson where pupils worked in pairs using laptop computers to improve their proof-reading skills. Not only did they display their very good keyboard skills and knowledge of the computer program but they also improved their knowledge and application of grammatical sentence structure, spelling and punctuation. The teaching of reading is a real strength throughout the school and innovative strategies are in place to ensure that pupils achieve well. These include older pupils listening to younger pupils, identified pupils receiving help from a teacher other than their own class teacher and booster groups for all pupils who need it.
4. Pupils' listening skills are very good and they speak and listen with assurance in a range of situations and subjects. This was the case when one of the youngest pupils sought out the lead inspector and informed her that one of her inspectors had been lost. He assured the lead inspector that there was no cause for concern because he had found the lost colleague and taken him to the place he needed to be. In a church assembly involving the whole school, pupils' presentation and tone of voice when reading the prayers matched the appropriateness of the occasion. In lessons they show animation. This was observed in a Year 5/6 lesson where the teacher set up two competitive market stalls to further pupils' understanding of the

percentages of money. Not only did it consolidate their mathematical knowledge but also it gave them a forum for their opinions, which they found no difficulty in offering.

5. Pupils enjoy their English lessons and their attitudes and behaviour in lessons are very good. Discussions with pupils indicated that they know and understand exactly what is expected of them and which nights are allocated to English homework and were particularly forthcoming in their appreciation of the fact that it was marked and valued by the staff. Appropriately to their age and stage, pupils are able to articulate their personal targets and older pupils know exactly what to expect from their teachers when their books are returned to them after being marked. The marking of pupils' work ('super marking') is exemplary and this, along with the monitoring of recorded work and classroom practice, contributes significantly to the high standards achieved.
6. With the headteacher, deputy head and one of the newly qualified teachers (herself a mathematics specialist) forming the school's 'mathematics team', it is no wonder that the systems and structures in place to support **mathematics** teaching are of high quality. There is rigorous monitoring and targeting of the pupils' progress, which is the key factor in the maintenance of high standards year by year. Mathematics has been a priority in the SDP for the last three year so, when in 2001 the results at Year 2 were not quite as high as in previous years, action was immediate as strategies were already identified in the plan. These included additional teaching time and other teachers to support a system of teaching in sets. Alongside this was a stronger focus on achieving the higher levels of the National Curriculum. This has been successful, with inspection evidence confirming that the current Year 2 cohort is well on course to higher attainment.
7. Setting by ability also operates in Years 3-6. Good teaching in Year 4 included some of the more able Year 3 pupils. The pupils worked at a brisk pace and through practice and in practical situations quickly picked up how to estimate and measure surface areas. The lesson benefited from detailed planning and clear learning objectives, which the pupils could judge how well they had met at the end of the lesson. The highest ability set in Year 6 is taken by the headteacher. The level of demand, challenge and outcomes that she expects from this group is impressive. Some of their work comes through investigations and problem solving. The pupils show that they can develop strategies for problem solving and use reasoning to arrive at conclusions. They can use algebraic equations, symbols, diagrams, and formulae in the context of their learning. A good percentage of pupils was entered for this year's higher-level - Level 6 - National Curriculum test.
8. The last inspection report judged the levels of attainment in **science** at the end of Year 2 and of Year 6 to be well above the national average. Since the last inspection, standards have remained consistently well above the standards expected nationally and when compared with schools in similar contexts, the exception being last year's results at Key Stage 1, where Teacher Assessments showed that the standards achieved only matched schools in similar circumstances. Inspectors hypothesised that the reason for this dip in standards against similar schools was due to insufficient time being allocated to the subject, resulting in insufficient in-depth coverage of the Attainment Targets of the National Curriculum. By the end of the first day of the inspection, through evidence gained from lesson observations, scrutiny of recorded work and discussions with pupils, teachers and the co-ordinator, this hypothesis was judged to be totally unfounded. Inspectors found that there were, however, some mitigating circumstances in terms of special needs within last year's cohort and this, coupled with very stringent marking, accounted for the dip. The most recent results – still to be validated – indicate improvement beyond the school's target set for this year.
9. Following the pre-inspection hypothesis and with the exception of the scrutiny of pupils' work at the end of Year 6, lesson observations focused upon teaching and learning of science in the Reception class and Years 1 and 2. Pupils enjoy science lessons and this was the case when pupils in Year 1 were learning about forces. They eagerly shared their experience of making vehicles in a previous lesson and reflected upon the difficulties encountered when pushing or

pulling their vehicle. They gave reasons why their car or bus slowed down or changed direction and talked about the modifications they might have to make to improve its performance. Very good links were made between the information and communication technology (ICT) curriculum and this unit of work in science. Similarly, pupils made links to one of their favourite books, 'The Hungry Caterpillar', when studying the life cycle of a butterfly in the Reception class. Pupils are taught to collect evidence by making observations when trying to answer a question and recognise when a test or comparison is fair. Teachers display good subject knowledge, pose questions that challenge and ensure that all pupils are given the support they need to take a full and active part and to make a contribution to the lesson. Resources were used very well and all lessons had clear learning objectives and an opportunity for pupils at the end of the lesson to reflect upon their own learning through a plenary session.

10. The co-ordinator is well qualified to lead the subject and, although she is relatively new to the role, she has worked hard and made a significant contribution to the subject and its development and an impact on the standards achieved. Her monitoring of pupils' recorded work and observations of teaching and learning, along with the updating of the schemes of work in science, have provided her with a deep understanding of future development and how best to develop the ideas and aspirations documented in the SDP.

The school is highly successful in promoting the spiritual, moral and personal development of the pupils.

11. This is a school not just concerned to attain the highest possible academic standards but one that also places an equal priority on fostering the all-round development of the pupils. It is entirely successful in this aspect of its work. Pupils have excellent attitudes to their school; they are keen to learn and always try their best. In the Nursery and Reception classes the children quickly form positive relationships with adults and with each other. By the end of the Reception year the personal, social and emotional development of the children is very high. Across the school and in lessons, the behaviour of pupils is exemplary. They show great interest in and courtesy to visitors and are keen and eager to share their achievements. The quality of teaching and the high expectations that pupils will do well have a positive impact on learning and contribute extremely effectively to the development of such positive attitudes.
12. There are other reasons for the school's successful work in this area. Plenty of opportunities are made for pupils to take responsibility or experience the wider world. There are many visits in the local community and further afield; the Year 6 pupils had just returned from a school journey to an activity centre. The school positively encourages members of the local church and nearby community to visit and participate in the life and work of the pupils. Whole-school celebrations or events are a regular occurrence; Year 3 and 4 pupils were very successfully practising a maypole dance for the forthcoming school fête. Within school there are prefects, whose role it is to help and support pupils and staff. All pupils are encouraged to support where they can; a group of Year 5 pupils were helping Nursery staff and children during their break time. Others were seen setting up the church for an assembly and working the audio system. A very active school council is currently involved in the whole-school review of the Code of Conduct. The school also encompasses little touches, which mean so much. The pupils have their own notice board and a 'Listening Box' locked and kept in the library where any pupil can record their worries or fears in the knowledge that they will be helped by the headteacher. There is enormous concern for the pupils by all staff and a reciprocated feeling of pride and respect for the school from the pupils themselves.
13. A feature of the pupils' development is their maturity and thoughtfulness in the way in which they conduct and express themselves. All of the parents who responded to the questionnaire felt that the school was helping their children to become mature and responsible. This was also a very positive theme at the parents' meeting with inspectors, held prior to the inspection. A good illustration of this came when a group of school council members talked to an inspector about the subject of racism. The pupils knew what racism meant and were adamant that this

was not a feature of their school. Rather, they reflected on how they were taught about the positive aspects of different cultures in lessons. 'Besides, everyone is kind to everyone else in this school' and 'It's all part of our Code of Conduct', they said.

14. Another striking feature is the way in which the excellent provision for spiritual development affects the thinking and attitudes of the pupils. A very good example of this is the recently implemented spiritual awareness lessons for Year 6 pupils. In these sessions pupils have a chance to discuss relevant issues in groups with key workers from the parish - for example, the vicar, youth workers and governors of the school. During the inspection these discussions were on the theme of suffering and the role of the Church. Issues of safety and confidentiality within the groups are carefully thought through. The class teacher's planning and introduction to this session were particularly good. All of the adults involved met for a planning meeting beforehand and a prayer meeting. Assemblies clearly contribute to the spiritual dimension of the school. One of these was a particularly high quality occasion where pupils sitting in family groups (Year R through to Year 6) were asked to graciously receive a compliment given by a Year 6 pupil following the lead by the headteacher on the importance of affirming people. The sensitivity and care shown to each other in these groups was truly spiritual and, for those observing, a profoundly emotional experience.
15. A Christian ethos underlies everything that takes place at Christ Church.

The school benefits from the outstanding leadership of the headteacher, supported by an excellent governing body and the effective teamwork provided by all members of staff.

16. The strong commitment of the headteacher to academic and personal development, her energy and clear thinking contribute very significantly to the school's success. The headteacher has excellent leadership skills and has fostered effective teamwork among the staff. She is a strong presence in the school, provides a clear sense of direction and brings a high level of analyses to bear in evaluating the school's performance in order to take appropriate action. From the carefully annotated SDP it is clear that the plan is central to all development and it is also very clear that the headteacher is central to the success of the plan. Even though no issues for action were identified at the last inspection, there has been no complacency and everything indicates that rigorous monitoring and evaluation has been on-going in the school's determination for excellence. The headteacher knows her pupils and their parents very well. She is accessible, vigilant, alert to problems and quick to take action. Questionnaire returns indicate that all parents consider the school to be well led and managed.
17. The headteacher and deputy head have a shared vision for the school and work closely and very effectively together. The deputy head ably supports the headteacher in the management of the school and also offers an excellent role model in her own teaching. Along with the subject co-ordinators, they ensure that policies are consistently implemented and that teachers receive the support and guidance they need. Curriculum co-ordinators use their knowledge and expertise well to guide planning and teaching in their subjects and the acquisition of appropriate resources. They are also involved in the monitoring of teaching and learning and in the scrutiny of pupils' recorded work. The leadership of the management team, together with the skilful analysis of pupils' performance by all teachers and the hard working and committed support staff, contributes significantly to the consistently high standards achieved.
18. The school has an efficient and highly effective governing body, whose commitment to the school, through its aims, is exemplary. This commitment is exemplified through their in-depth knowledge of the school's performance and its overall plan for development, as detailed in the SDP, through the efficiency of their meetings, as observed at the meeting held prior to the inspection, and in the time they give to the school. When the chair of governors realised that the date of the inspection clashed with his holiday arrangements, he changed his holiday plans to ensure that he was available to support the school and respond to the inspectors' questions. It is not unusual to find one of the governors working in the school carrying out repairs in his

off-duty time from the police force and another governor giving her considerable expertise to audit and contribute to the development of special educational needs in the school. An attractive stained glass window above the door of the administrative office greets visitors; this is the work of a serving governor. The governors are proud of their headteacher, they know about and expect 'best value' for money and how this can be achieved and they, along with the headteacher, value the excellence of the administrative staff.

19. The very high quality of the school's leadership results in an ethos of high achievement and breeds confidence among staff and pupils.

Overall, the teaching is good throughout the school, helping pupils to achieve their best.

20. In the last inspection eight out of ten lessons were judged to be good or better, with a high proportion of very good and excellent teaching. It is of enormous credit that the ratio should remain about the same at this inspection, since there have been staffing changes over the last four years, including the recent appointment of two newly qualified teachers, and in this time, new curricular demands have been made and met. The teaching of literacy and numeracy is once again particularly strong; teachers are very clear and confident with the methods for achieving success. The National Strategies are recognised and appropriate adaptations are made to some of the lesson structure or teaching programmes. Most lessons move at a brisk pace and the control and management of the pupils is consistently good. Similarly, the planning for lessons is thorough and clearly identifies learning objectives, which are shared with the pupils. However, two of the distinguishing features of the lessons taught at Christ Church are the high expectations teachers have of their pupils together with a good knowledge of what their pupils can do and need to do next. In addition, the outstanding lessons are characterised by strategies that highly motivate pupils and the teachers' excellent subject knowledge.
21. Teachers confidently use a wide range of assessment strategies to check on and then target their pupils' progress. Tracking of achievement begins in the Foundation Stage classes and continues throughout the school. The needs of all pupils are taken into account so the teaching and learning for pupils with special educational needs are of a good quality. Similarly, there is a good level of challenge and extension for more able pupils. Teachers are also especially observant of how well pupils are progressing in lessons, making teaching points in mathematics, for instance, from the strategies that pupils are using or pointing out errors and misconceptions. The quality of marking and feedback to the pupils is very high, a recent result of a change in school policy.
22. The expectations of the pupils are also high. This was richly illustrated at the beginning of a Year 5 English lesson. The teacher began by reading out a selection of poems written by the pupils where they had experimented with metaphor and simile. These included extracts such as:

'Foxglove is like a sunburnt opera singer,
Opening her mouth wide to sing.
Shaped like an upturned vase.'

'Wood anemones yawning in the early morning,
Closing in a Mexican wave of petals at night.'

23. The teacher put it to the pupils: 'After reading these I've got such really high expectations of you for our work today...' and there followed a really lively and high-powered session on the theme of persuasive argument. Similarly, in a music lesson, the teacher played a video extract of 'Stomp' music and movement as the pupils were changing from a physical education lesson. She immediately invited them to come and sit down and: 'Pick up the pulse if you can.' 'What tempo is playing?' 'Listen to the rhythm it's changing to 12 bars...' The expectations of

concentration, knowledge of the specialist vocabulary and understanding of musical notation were particularly high. The pupils rose to the challenges of composition and performing throughout the ensuing lesson. Overall, the subject knowledge of teachers is good and there is much sharing of expertise and subject specialist teaching.

24. At the meeting held prior to the inspection, and through their questionnaires, parents indicated their obvious satisfaction with the teaching, saying that it was universally good. In support of this the group of pupils interviewed explained: 'The teachers are fun and the lessons never boring: it's fun.' The following are good examples of what the pupils mean:
- interplay between two teachers on their mobile phones to illustrate the power of persuasive argument;
 - times tables practice to music and with movement;
 - understanding about fractions and percentages through a role-play market stall;
 - musical improvisation and performance using bouncing balls or plastic water containers;
 - being the optician in the Reception class role play area;
 - mathematical investigations including a business game in Year 6;
 - observing closely how a bicycle moves and works;
 - very good use of video and lap top computers to support many lessons.
25. It is clear that the teaching helps pupils to do their best because in these circumstances they are highly motivated and want to learn. The headteacher frequently visits the classrooms and is the driving force behind the consistency of practice.

Partnership with parents is very good and they have very positive views of the school.

26. Parents have very positive views about the school and demonstrate this through the support they give to the school and their children's learning. Responses to the questionnaire indicate that parental satisfaction is high; the number of parents responding to the questionnaire increased by 20 per cent when compared to responses at the time of the last inspection. All the parents felt that the school was well led, their children were expected to work very hard and that the school was helping their children to become mature and responsible. Many parents recorded their satisfaction and praise for the school through written responses on the back of the questionnaires and through individual letters. At the meeting held prior to the inspection, parents welcomed the consideration given to the pastoral needs of pupils as well as to their academic achievement.
27. The school works hard to build links with the parents: this starts in the Nursery class through the 'Welcome to Christ Church Nursery' leaflet and the invitation to parents to help. Parents feel valued by the school and many volunteer their skills to help in classes; this was evident during the inspection. There are numerous strategies in place to develop parental links and, in addition to consultation evenings and opportunities to view their children's work, meetings are arranged where the headteacher invites parents, class by class, to meet her and the deputy head. Parents are also offered the opportunity to discuss matters of concern to them with her or a governor on a 'clinic' basis and without making an appointment. They are also kept informed through detailed newsletters and through their involvement in the work their children are expected to do at home. The regular presence of the headteacher in the playground before school and her knowledge of each child in the school give parents additional opportunities to address any worries and this contributes to an open and trusting relationship. Parents thought particularly praiseworthy the support they and their children receive at the time of secondary transfer and many took the opportunity to praise the school for its work with pupils who have special educational needs, often giving examples from their own children's experiences.

28. The school benefits from an active Parent-Teacher Association (PTA) whose meetings enjoy a high turnout and whose considerable fund-raising enhances the quality of provision for the pupils. During the inspection, hanging baskets adorned the school entrance inviting orders for the forthcoming 'School Fayre' and offering a range of sizes and prices. Discussions with pupils revealed that this event is not only popular but also very successful. The headteacher uses the PTA as a forum for consultation on issues and decision-making.
29. Naturally a few parents' views differ from the overall responses but, in the main, parents were worried in case the inspectors were not able to see all the positive aspects of Christ Church School. The overriding views of parents are summed up by this extract from a letter from one mother. 'It is a school that inspires passionate loyalty, produces outstanding academic results, delightfully mature and confident children, and eternally grateful parents!'

WHAT COULD BE IMPROVED

30. As in the previous inspection there are no key issues for the school to address. The school should continue to focus its development on the priorities rightly identified in its detailed and comprehensive SDP.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 18 |
| Number of discussions with staff, governors, other adults and pupils | 15 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 2 | 6 | 8 | 2 | 0 | 0 | 0 |
| Percentage | 11 | 33 | 44 | 11 | 0 | 0 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

Information about the school's pupils

| Pupils on the school's roll | Nursery | Y1–Y6 |
|---|---------|-------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 30 | 214 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 0 |

FTE means full-time equivalent.

| Special educational needs | Nursery | Y1–Y6 |
|---|---------|-------|
| Number of pupils with statements of special educational needs | 1 | 0 |
| Number of pupils on the school's special educational needs register | 7 | 45 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 3 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 4 |
| Pupils who left the school other than at the usual time of leaving | 0 |

Attendance

| Authorised absence | % |
|---------------------------|-----|
| School data | 2.9 |
| National comparative data | 5.6 |

| Unauthorised absence | % |
|---------------------------|-----|
| School data | 0 |
| National comparative data | 0.5 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2001 | 12 | 20 | 32 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 12 | 12 | 12 |
| | Girls | 19 | 19 | 19 |
| | Total | 31 | 31 | 31 |
| Percentage of pupils at NC level 2 or above | School | 97 (100) | 97 (100) | 97 (100) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 12 | 12 | 12 |
| | Girls | 19 | 19 | 19 |
| | Total | 31 | 31 | 31 |
| Percentage of pupils at NC level 2 or above | School | 97 (100) | 97 (100) | 97 (100) |
| | National | 85 (84) | 89 (88) | 89 (88) |

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2001 | 11 | 19 | 30 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|-----------|-------------|-----------|
| Numbers of pupils at NC level 4 and above | Boys | 11 | 11 | 11 |
| | Girls | 19 | 19 | 19 |
| | Total | 30 | 30 | 30 |
| Percentage of pupils at NC level 4 or above | School | 100 (100) | 100 (100) | 100 (100) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 11 | 11 | 11 |
| | Girls | 18 | 18 | 19 |
| | Total | 29 | 29 | 30 |
| Percentage of pupils at NC level 4 or above | School | 97(93) | 97 (100) | 100 (93) |
| | National | 72 (70) | 74 (72) | 82 (79) |

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 1 |
| Pakistani | 1 |
| Bangladeshi | 0 |
| Chinese | 1 |
| White | 179 |
| Any other minority ethnic group | 1 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 0 | 0 |
| Black – African heritage | 0 | 0 |
| Black – other | 0 | 0 |
| Indian | 0 | 0 |
| Pakistani | 0 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 0 | 0 |
| Other minority ethnic groups | 0 | 0 |

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y1 – Y6

| | |
|--|-------|
| Total number of qualified teachers (FTE) | 10.0 |
| Number of pupils per qualified teacher | 21 |
| Average class size | 30.57 |

Education support staff: Y1 – Y6

| | |
|---|-----|
| Total number of education support staff | 8 |
| Total aggregate hours worked per week | 114 |

Qualified teachers and support staff: nursery

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 0.5 |
| Number of pupils per qualified teacher | 30 |
| Total number of education support staff | 3.0 |
| Total aggregate hours worked per week | 40 |
| Number of pupils per FTE adult | 7.5 |

FTE means full-time equivalent.

Financial information

| | |
|--|-----------|
| Financial year | 2000/2001 |
| | £ |
| Total income | 546,156 |
| Total expenditure | 565,873 |
| Expenditure per pupil | 2644 |
| Balance brought forward from previous year | 81,330 |
| Balance carried forward to next year | 61,613 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 3 |
| Number of teachers appointed to the school during the last two years | 2 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 244 |
| Number of questionnaires returned | 149 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 74 | 24 | 2 | 0 | 1 |
| My child is making good progress in school. | 74 | 23 | 1 | 1 | 1 |
| Behaviour in the school is good. | 77 | 22 | 1 | 0 | 0 |
| My child gets the right amount of work to do at home. | 54 | 34 | 6 | 1 | 4 |
| The teaching is good. | 86 | 13 | 0 | 0 | 1 |
| I am kept well informed about how my child is getting on. | 52 | 40 | 8 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 64 | 24 | 7 | 4 | 1 |
| The school expects my child to work hard and achieve his or her best. | 88 | 12 | 0 | 0 | 0 |
| The school works closely with parents. | 57 | 32 | 7 | 1 | 3 |
| The school is well led and managed. | 90 | 10 | 0 | 0 | 0 |
| The school is helping my child become mature and responsible. | 81 | 19 | 0 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 28 | 26 | 38 | 3 | 5 |