



Christ Church Church of England Primary School

Inspection Report

Unique Reference Number 109219
LEA North Somerset
Inspection number 278158
Inspection dates 19 October 2005 to 20 October 2005
Reporting inspector Andrew Harrett HMI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Baker Street
School category	Voluntary aided		Weston-super-Mare
Age range of pupils	4 to 11		BS23 3AF
Gender of pupils	Mixed	Telephone number	01934 620738
Number on roll	206	Fax number	01934 622398
Appropriate authority	The governing body	Chair of governors	Mrs Anne Davey
Date of previous inspection	6 November 2000	Headteacher	Mr Kevin Edwin Bryant

Age group 4 to 11	Inspection dates 19 October 2005 - 20 October 2005	Inspection number 278158
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of schools and an additional inspector.

Description of the school

This is a small Church of England primary school with 207 pupils on roll. There are fairly equal numbers of boys and girls. The proportion of pupils eligible for free school meals is about average. Most of the pupils are from White British backgrounds. The proportion of pupils who have learning difficulties is about 30%, which is higher than average, but the proportion with severe learning difficulties is low. Attainment on entry to the school is about average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Inspection evidence supports the school's view that its overall effectiveness is satisfactory. Pupils make satisfactory progress throughout the school. Standards are in line with national attainment at Key Stage 1. At Key Stage 2, they are slightly below the national average. There have been recent improvements in the standards achieved in writing throughout the school and in the standards in mathematics at Key Stage 1. Teaching and learning and the curriculum are good in Key Stage 1 and satisfactory in the Foundation Stage and at Key Stage 2. Although the school has sound arrangements for assessing pupils at the end of units of work, assessment in lessons and the quality of day-to-day marking are too inconsistent. Consequently, the pupils do not have a sufficient understanding of their achievements and what they need to do to improve their work to ensure that they make good rather than satisfactory progress.

Pupils' personal development is good, as are their attitudes to learning and their behaviour. Pupils with learning difficulties are supported well.

The pupils in the Foundation Stage make satisfactory progress, but the proportion of time spent in activities directed by the teacher is too low and independent activities are insufficiently focused on learning.

Leadership and management in the school are satisfactory and the school provides satisfactory value for money. Progress since the last inspection is satisfactory and demonstrates that the school has the capacity to improve.

What the school should do to improve further

- improve the use of assessment so that pupils have a clearer understanding of their achievements and how to improve their work
- improve the use of targets for individual pupils
- increase the proportion of good teaching across the school
- ensure that provision in the Foundation Stage is more focused on learning.

Achievement and standards

Grade: 3

At the end of Key Stage 1 in 2004, pupils attained standards that were in line with pupils nationally in reading and mathematics, but slightly below average in writing. In 2005, standards improved in mathematics and writing. They were in line with national standards in reading and writing and slightly above them in mathematics. Although this represents satisfactory progress and the better results in 2005 were a real achievement, fewer pupils achieved Level 3 in any subject than might be expected. The pupils met the appropriate targets set by the school.

At Key Stage 2 in 2004, standards in English and mathematics were slightly below average and slightly above average in science. Pupils made satisfactory progress in English and mathematics and exceptionally good progress in science. The progress of all groups of pupils was at least satisfactory and boys who started Key Stage 2 with

low attainment at the end of Year 2 made more progress than similar pupils nationally. In 2005, standards rose in English, largely because of improvements in the pupils' writing, but they fell in mathematics and science and were below average. The challenging targets set by the school were not met, but the pupils made satisfactory progress when compared with the progress made by pupils nationally.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. The Christian character of the school underpins personal development very effectively. Provision for spiritual, moral and social development is valued by parents and has a positive impact on the pupils. Although there are opportunities for cultural development, knowledge and understanding of other cultures is underdeveloped. The school council is held in high esteem and provides pupils with an effective way of drawing attention to their concerns and making an appropriate contribution to school improvement. Pupils have been instrumental in making successful changes to the playground and take responsibility for organising the good range of activities on offer during lunchtime. Through charitable activities, they make a valuable contribution to the local and wider community. Their involvement in a range of activities develops the skills they need in later life. Morning school begins with an excellent "Wake and Shake" session which makes a very good contribution to developing a healthy lifestyle.

Although attendance is below average, the rate of unauthorised absence is low. Pupils enjoy coming to school. They find their lessons interesting and are enthusiastic about their work. As a result, they behave very well and have good attitudes to learning.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. In Key Stage 1 the quality of teaching and learning is good. In Key Stage 2, the quality is more variable, but is satisfactory overall. In the Foundation Stage, teaching and learning are satisfactory, but insufficient time is spent on activities determined by the teacher and some of the children's independent activities are insufficiently focused to ensure a good rate of progress.

In the good practice, lessons are briskly paced and appropriately challenging, engaging the pupils in their learning with suitable activities. The pupils have a clear understanding of the purpose of the lessons. They behave well because they are absorbed in their learning. Good questioning techniques ensure that pupils extend their knowledge and understanding. Teaching assistants provide effective support for learners with particular needs. Provision for such pupils is a strong feature of the teaching and learning in Key Stages 1 and 2. However, the day-to-day assessment of the pupils' work and progress does not provide teachers or pupils with sufficient knowledge of their strengths and weaknesses. Pupils do not have a sufficiently detailed understanding of what they

have achieved and how to improve their standards. Plenary sessions at the end of lessons do not always enable the pupils to consolidate their learning. Although there are examples of good marking, some is superficial, giving advice that is too imprecise.

Curriculum and other activities

Grade: 3

Curriculum provision is satisfactory and meets statutory requirements. The curriculum has been reviewed recently and new initiatives have been successfully trialled, particularly in Key Stage 1. These have been instrumental in raising standards in this area and there are well conceived plans to extend the initiatives across the school. Provision for literacy, numeracy and information and communication technology is satisfactory, but it is not always sufficiently linked to other areas of learning. The revised curriculum is beginning to address this effectively. The provision for pupils with learning difficulties and disabilities is good. Extra curricular activities make a significant contribution to the curriculum, which is enriched by a variety of well attended clubs. Sporting activities are difficult for the school to arrange because of the lack of suitable on-site facilities, but the school uses the available space imaginatively, complementing the provision by using local facilities appropriately. Extra provision for able pupils is satisfactory but there is scope to cater for them more specifically in lessons.

Care, guidance and support

Grade: 3

The school protects and promotes the health and welfare of the pupils and all statutory requirements are in place. There are comprehensive policies for child protection, sex education and drug misuse. Risk assessments have been undertaken for school visits and safety around the buildings. Pupils are well cared for in a safe environment. They look after one another well through the buddy system and there are very few incidents of bullying. The school works well with parents and other agencies to protect the pupils' interests. However, because pupils are not fully involved in the assessment of their work on a daily basis, they are not all aware of the targets that they have been set and are not clear about how to achieve them.

Leadership and management

Grade: 3

The quality of leadership and management is satisfactory overall. Effective leadership has created an environment in which the pupils' personal development is good and in which they and their parents play an effective part in school life. The headteacher has a clear and accurate knowledge of the school's strengths and weaknesses, based on a detailed analysis of results and the regular monitoring of provision. There have been significant improvements as a result of this work, particularly in the quality of writing across the school and in the standards at Key Stage 1. Although progress in the Foundation Stage and at Key Stage 2 is satisfactory, it has not shown significant

improvement over time. In these areas, monitoring and evaluation and consequent action have not been sufficiently focused to ensure that progress improves from satisfactory to good. In the past few years, the quality of leadership and management has suffered from changes in staffing and difficulties with recruitment. However, these have been overcome and there are well conceived plans to develop staffing structures that encourage teamwork and more coherence in provision. The impact of the work of middle leaders is satisfactory and improving. The governing body provides the school with appropriate challenge and support. The school has largely addressed the issues arising from the last inspection and has demonstrated a satisfactory capacity to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Christ Church Church of England Primary School Baker Street Weston-super-Mare BS23 3AF
2nd November 2005

Dear Pupils

Thank you very much for welcoming us when we visited your school. We enjoyed being with you and we learned a lot about your school because you shared your views with us so honestly and openly. Your politeness and willingness to help are a credit to you, your families and the school.

These are the things that we liked best about your school:

your behaviour around the school and your attitudes to learning are good

you look after one another well and get on well with all the adults in the school

you play an important part in making sure that the school runs well through your school council; we also liked the way that older pupils ran interesting activities for younger pupils at lunch times

the school makes sure that you develop well as people and helps you to be healthy and safe; we really enjoyed watching you doing your "wake and shake" exercises at the start of the day

the school helps anyone that needs extra help with their learning very well.

This is what we have asked the school to do now, to make sure that you make even better progress:

make sure that you know what you have learned and what you need to do to make further improvements

improve the standard of some of the teaching so that even more lessons are interesting and you learn more

make sure that when pupils start school, they begin to learn quickly straight away.

Thank you once again for welcoming us to your school.

Yours sincerely Andrew Harrett HMI