



Christ Church Hanham CofE Primary School

Inspection Report

Unique Reference Number 109163
Local Authority South Gloucestershire
Inspection number 288297
Inspection dates 12–13 December 2006
Reporting inspector Christine Huard

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

Type of school	Primary	School address	Memorial Road
School category	Voluntary controlled		Hanham
Age range of pupils	4–11		Bristol BS15 3LA
Gender of pupils	Mixed	Telephone number	01454 867145
Number on roll (school)	223	Fax number	01454 867146
Appropriate authority	The governing body	Chair	Jacqueline Croucher
		Headteacher	Richard Orr
Date of previous school inspection	14 October 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This primary school is located to the east of Bristol. It serves a mixed community, and the proportions of pupils with learning difficulties and those entitled to free school meals are broadly average. Attainment on entry into Reception varies from group to group; it is average overall in most areas of the curriculum, but below that expected in early reading and writing skills and mathematical development.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Christ Church Hanham is a satisfactory school, providing a sound education for its pupils. The school's values of 'we care, we share, we learn' have been adopted by all members of the school community. Teachers share ideas and concerns and discuss teaching and learning in an atmosphere of mutual support. As a result, new initiatives to improve teaching and learning, such as the introduction of interactive whiteboards, have been embraced wholeheartedly and have increased pupils' motivation as well as adding to their enjoyment of learning.

The achievement of the pupils is satisfactory overall and they attain broadly average standards. The standards reached by pupils in Year 6 in the 2006 national tests were average in English, mathematics and science. These results showed improvement from the previous year, particularly for higher-attaining pupils, and demonstrate satisfactory achievement. Children in Reception make satisfactory progress because they receive consistently sound teaching across all areas of their curriculum. In Years 1 and 2, pupils achieve appropriately. Standards in mathematics and reading are average, although girls do much better in reading than boys. Standards in writing are lower than those expected and this is a pattern throughout the school. This is because boys do not perform as well as girls, and pupils do not have sufficient opportunities to practise their writing skills. In addition, monitoring has not been rigorous enough to identify exactly what needs to be done to improve.

Teaching and learning are satisfactory. Pupils enjoy positive relationships with their teachers. Teachers have good questioning skills and ensure pupils know what they are going to learn and why. Although work is usually matched to the needs of individuals, pupils are not always sufficiently challenged by the amount of work they are expected to produce in a given time. In addition, pupils do not always know what to do to improve because their targets are not sufficiently precise and marking does not always provide them with helpful comments.

Pupils' personal development and well-being are good. Pupils enjoy school and this is reflected in their improving attendance. They have positive attitudes towards their work and a desire to do well. They have a good understanding of the need for a healthy lifestyle. There are sound opportunities for pupils to work together and solve problems, which prepares them appropriately for their future life. Care, guidance and support are good. Pupils are very well looked after. They understand the need to stay safe and have numerous opportunities to take responsibility. The curriculum is satisfactory and there is a good range of extra-curricular and enrichment activities. However, planning does not identify opportunities for writing across all subjects.

Leadership and management are satisfactory. The headteacher and senior leadership team know how well the school is doing and their self-evaluation is generally accurate. Subject leaders work hard. Mathematics and science leaders use the information from data to identify specific areas for improvement so that all pupils can reach their potential. Appropriate areas for development in English have been identified, but more needs to be done to bring about improvements.

What the school should do to improve further

- Monitor more closely achievement in reading and writing in order to identify specifically where improvements need to be made, particularly in relation to the performance of boys.
- Identify and provide more opportunities for writing in all subjects in order to raise standards in writing across the school.
- Raise the quality of marking and assessment so that pupils know and understand what they need to do to improve their work.

Achievement and standards

Grade: 3

Overall, standards are broadly average and the achievement of pupils is satisfactory. Children in Reception achieve satisfactorily, although by Year 1 most children still do not have all the skills expected in reading, writing and mathematics. Standards at the end of Year 2 are average, although they are below average in writing. Boys did not do well enough in either reading or writing in the most recent tests. Results at the end of Year 6 have improved recently and the school met its challenging targets last year. Standards are broadly average in English, mathematics and science and pupils' achievement is satisfactory. However, performance in writing has not been as strong as that in other areas. Pupils with learning difficulties achieve similarly to their peers and receive sound support when they are working in small groups.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school. They respond well in lessons and are keen to participate in school events. Behaviour is satisfactory. Most pupils behave well in lessons and around the school, although there are lapses from a small minority of pupils. Spiritual, moral, social and cultural development is good. Pupils have a clear understanding of right and wrong and take on a wide range of responsibilities around the school. They have a good understanding of different cultures and faiths. Pupils' understanding of the need for a healthy lifestyle is good. They have responded well to the 'walk to school' challenge and keenly participate in sports activities. Pupils know how to keep safe and to look after others. Class representatives contribute positively, through the school council, to community decisions. Many local and national charities benefit from the efforts of the pupils to raise money. They develop sound skills for the future through the regular practice of sharing ideas with 'talk partners' and group discussion, although basic skills, especially in writing, require considerable improvement.

Quality of provision

Teaching and learning

Grade: 3

Teaching in Reception is satisfactory and the work is soundly matched to children's individual needs. Pupils enjoy their learning and have good relationships with their teachers. Some teachers do not have sufficiently high expectations of what their pupils can achieve and they do not always challenge them enough. Teachers occasionally talk for too long, which means pupils do not have enough time to complete tasks. This particularly hinders their progress in writing because too little work is completed and the quality of presentation is not good enough. Throughout the school, teachers use the interactive whiteboards very effectively and older pupils speak enthusiastically of how interesting lessons are made for them. In most lessons, pupils participate enthusiastically. Although progress made in lessons is usually at least satisfactory, a small number of younger pupils find it difficult to concentrate, which slows their progress. Marking is satisfactory. Some tells pupils how they can improve their work but this is not consistent and too often stamps and ticks take the place of constructive comment.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It has some good features. The curriculum for children in Reception is effective and contains a good balance of activities chosen by the children and those that are directed by the teacher. Careful planning of the main school curriculum ensures that there is good coverage of all subjects and there is a wide range of events and visits to enliven curriculum topics. These include exciting opportunities in the performing arts as well as projects such as the 'Global Challenge'. However, the school has not taken advantage of these events sufficiently to develop pupils' writing and planning does not yet identify where opportunities for writing occur in different subjects. An effective programme is in place for pupils' personal, social and health education. Provision for sport is an emerging strength. There is a wide range of after-school activities, including lunchtime homework clubs, which further enrich pupils' learning experiences.

Care, guidance and support

Grade: 2

Arrangements for safeguarding pupils are very good. There are regular reviews and checks, and accurate records are kept. The school is working successfully to improve attendance. The discipline policy is followed consistently to improve behaviour. Children are introduced to the Reception class with great care and sensitivity. Arrangements for older pupils transferring to their next school are very good, with special attention given to those who are vulnerable or less confident. Systems for target setting are at an early stage of development. Some pupils are motivated by targets to improve their

reading and older pupils know the level they are working at in English and mathematics. Some pupils do not know what their individual targets are, and so are unaware of what they need to do to improve.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The leadership team has a sound understanding of what the school needs to do to improve and there is a satisfactory capacity for further improvement. The school improvement plan and subject plans provide an appropriate basis for development. Subject leaders monitor their subjects soundly and there are particular strengths in the monitoring of mathematics and science, which have enabled good improvements to take place. However, monitoring of English has not been sufficiently rigorous or diagnostic and, because of the absence of the subject leader, not enough is being done to take the subject forward.

The governors have a sound understanding of the school's strengths and weaknesses and are becoming more involved in strategic planning and school evaluation. The school is beginning to use data appropriately to check its own performance and introduce follow-up action to bring about improvement. For example, in the past, problem solving in mathematics was weak. To solve this, the school planned links to science and design and technology to give pupils opportunities to practice and improve their mathematics skills in practical situations. This was successful and standards have improved. The school has improved its links with parents and listens carefully to their views and those of the pupils. It takes positive action to respond to their concerns where appropriate.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for the warm welcome you gave us when we visited your school. You certainly seem to be very happy and it was good to hear how you enjoy your work and all the extra activities in which you are involved. We think your school gives you a satisfactory education and is working hard to make it even better than this. You receive sound teaching, which enables you to reach average standards and achieve satisfactorily.

What we think your school does well:

- You enjoy school and are keen to learn.
- You take very seriously the importance of eating healthily at school and taking physical exercise.
- The teachers use the interactive whiteboards well so that your lessons are made interesting for you.
- The teachers and staff take good care of you while you are in school.
- Your headteacher knows what must be done to make the school even better.

What we have asked the school to do to improve:

- You need more help to improve your reading and writing, especially the boys.
- You need to have more opportunities to practise your writing skills in all subjects.
- You need to know more about how you can improve your work and have clear targets to help you do this.

We are glad you enjoy your school and hope you will continue to work hard.