

# Christ Church Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	117561
<b>Local Authority</b>	HERTFORDSHIRE
<b>Inspection number</b>	290871
<b>Inspection date</b>	19 June 2007
<b>Reporting inspector</b>	John Paull

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	243
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Heyward
<b>Headteacher</b>	Mrs Elizabeth Brett
<b>Date of previous school inspection</b>	15 May 2002
<b>School address</b>	The Common Rickmansworth Road Chorleywood Hertfordshire WD3 5SG
<b>Telephone number</b>	01923282647
<b>Fax number</b>	01923282315

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## Introduction

The inspection was carried out by an Additional Inspector over one day.

## Description of the school

Christ Church is an average-sized primary school situated on the edge of a common between Chorleywood and Rickmansworth. It is oversubscribed and in a socially advantaged setting. Nearly all pupils are white British, although a small number represent a range of minority ethnic backgrounds. Very few speak English as an additional language. The proportion of pupils with learning difficulties and disabilities is below average and a very small proportion is known to be eligible for a free school meal. Attainment on entry is above what is normally expected.

The school has a 2006 ActiveMark and is working towards Healthy Schools status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Christ Church Primary School is outstanding. This judgement exceeds its more modest view of itself. Exceptional leadership and management have produced very strong teamwork. For example, teachers have taken on extra responsibilities to cover long-term staff absences, putting pupils first and ensuring that no slowing of progress occurs. This is the case academically and in pupils' personal development. Strong morale, allied to consistently good teaching of an excellent curriculum, results in high standards. Excellent value for money is therefore provided. Pupils' overall achievement is outstanding. In the Nursery and Reception, owing to good quality teaching and other provision, good standards on entry are built on effectively. By the time children leave Reception, nearly all of them reach expected goals and a high proportion of the children go further, so standards are above those normally expected. Consistently good teaching continues throughout the school and standards are currently well above those normally expected, across a range of subjects. Results of the 2006 national assessments and tests at the end of Years 2 and 6 were well above average. This is the pattern over several years, and standards are sometimes very high. An important reason is that the school's many able pupils are catered for well. Their ability is recognised and challenging targets are set for them. Strong adaptations in the curriculum ensure that they reach their targets and consistently achieve levels higher than those normally expected. Excellent courses for pupils with particular strengths and interests are also in place, based on very strong partnerships with local secondary schools, and covering a range of subjects. For example, sports, dance and mathematics are included. Targets are also challenging for all other pupils. They too make progress at a consistently good rate. Pupils with learning difficulties and disabilities are exceptionally well cared for. There are good links with outside agencies and very good levels of expertise amongst staff. As a result, these pupils often make excellent progress towards their individualised targets.

Personal development, including spiritual, moral, social and cultural development, is outstanding. Pupils respond admirably to prayer or reflection and, for example, changes in the mood of music played in assembly. They work and play together very amicably and behave exceptionally well. They follow all basic rules of safety well. Nearly all of them say that they like school and give clear reasons why. They understand the need to eat healthily and take exercise. Pupils' contributions to the community are exceptional. They are placed in mixed-age social groups, known as their 'school family group' and, through these groups, take each other's welfare very seriously indeed. Throughout the day, many take responsibility for jobs that help the school to run smoothly. Preparation for future economic well-being is of the highest order. Not only are basic academic skills high, but pupils take part in activities that provide insights into how businesses are managed. Care, guidance and support are good. Aspects of personal care and guidance that support pupils' personal development are very strong indeed. However, while assessments for tracking pupils' progress are in place, these are not consistent in all subjects. Senior leaders have recognised this and are currently devising more refined ways of establishing exactly what skills the pupils need to acquire next. The aim is to speed progress even more. The school's evaluation of how to improve further is good. Based on its track record of high standards, its capacity to succeed is excellent.

### What the school should do to improve further

- Develop and refine its procedures for assessing how pupils can make even faster progress.

## Achievement and standards

### Grade: 1

Overall achievement is exceptional. From good starting points, pupils make consistently strong progress so, by the time they leave in Year 6, standards are well above average and often very high. This is confirmed year after year in national test results, such that well above average or very high performances are indicated in English, mathematics and science. Nevertheless, results in writing and science, while remaining high, are not quite as strong as in reading or mathematics. Results indicate that standards in reading are very high indeed. Senior and subject leaders are fully aware of these relative variations and have introduced new initiatives to improve consistency still further. In writing, these are focused on increasing pupils' enjoyment and creativity. In science, a stronger emphasis on investigative skills and experiments has been established. Good teaching ensures that pupils who begin with high standards maintain their performance. It is usual for many pupils, at the end of Reception, Years 2 and 6, to achieve results above the levels expected nationally. An excellent curriculum provides courses for pupils with particular strengths and interests, so they too make good progress on activities suited to their needs.

Pupils from minority ethnic backgrounds make progress at similar rates to all other pupils. Arrangements for pupils with learning difficulties and disabilities are excellent and several progress at such a strong rate that, despite their initial difficulties, they attain nationally expected outcomes by the time they leave in Year 6.

## Personal development and well-being

### Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is exceptionally strong. 'It's important to act on what you think is right, not just stay thinking it,' was a typically mature comment from a boy in Year 5. Pupils know right from wrong, which is reflected in their excellent behaviour. Cultural development is particularly strong. Pupils appreciate art and their displayed work is respected by all and is often of high quality. Singing is also good. Pupils appreciate the worth of cultures that differ from their own. Through the swapping of emails and visits with a school in Camden, they are increasingly aware of the rich diversity that is a feature of modern Britain. They see school as safe and enjoyable and attendance is above average. Pupils understand about eating five fruits and vegetables a day to stay healthy. Contributions to the community are exceptional, including links with the parish church and an elderly people's home. A good example is the extent to which Year 5 pupils support children in Reception during break times. During an annual initiative known as 'The Fishing Game', pupils take on roles such as accountant, designer or manager, acquiring strong insights into how the world of work operates. Set alongside their high level of basic skills, this means that preparation for their future beyond school is outstanding.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good in all age groups. Planning is very thorough. It is based on a particularly rich curriculum that contains many good ideas to meet the needs of all ability groups. In this way teaching supports the range of needs in each class, so pupils at all levels make good progress. A comparatively weaker element is that systems for assessing and tracking

the progress of individuals are not as refined in some subjects as in others. For example, in science, while progress is tracked satisfactorily, the frequency of monitoring and assessing work has not always been sufficient. Consequently, it is not certain that pupils carry out enough observational work and experiments. Senior staff and subject leaders are aware of such factors and developments are underway to refine the system. Rewards for good work and the use of marking to communicate with pupils are effective.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. In addition to all statutorily required elements, it contains much enrichment. Pupils themselves speak very highly of outings and visitors to the school, who '...make everything come to life for us...like when we dressed up as real Tudors.' Pupils clearly benefit enormously from these activities, remembering much detail and including it in written accounts as well as their verbal recollections. Extra-curricular activities, including opportunities for a residential trip, are also provided. Several parents commented on much improved participation in a wide range of sports and physical activity, including festivals and competitions in dance, cricket, cross-country, football and netball. Of particular note is the provision for pupils with particular strengths and interests. Good partnerships with secondary schools provide them with opportunities to extend learning. They are also encouraged to share and demonstrate achievements, raising expectations for all.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. All elements of personal care and guidance are particularly effective, strongly supporting pupils' personal development and well-being. For example, attendance is monitored rigorously and the headteacher and governors have adopted a highly robust policy of not authorising absence for holidays during term time. All statutory requirements, local and national guidelines with regard to safeguarding pupils, risk assessments and child protection are in place. Procedures for academic support and guidance are carried out regularly and conscientiously, although senior leaders have correctly identified that these systems are not sufficiently refined in some areas.

## **Leadership and management**

### **Grade: 1**

Leadership, management and governance are excellent. Leaders offer clear direction for future development. They constantly seek to refine provision and rates of progress. Leadership of subjects and key areas, such as provision for pupils with learning difficulties or children in the Nursery and Reception, is equally effective. Governors play their part, they have a thorough knowledge of the school, provide very good support and ask pertinent questions about the school's performance. This ensures good monitoring, identification of what needs to be done next and appropriate targets for managing performance. Opinions of stakeholders, including parents and pupils, are sought and taken seriously. Questionnaires indicate that the vast majority in both groups are very pleased with what is on offer. A few parents feel that senior staff do not sufficiently communicate reasons for decisions. However, evidence from the inspection suggests that the school is as open as it can be and that many varied opportunities for discussion and exchange of information are available.

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## Annex A

## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

20 June 2007

Dear Children

Inspection of Christ Church Church of England Primary School, Chorleywood, WD3 5SG

Thank you for being so willing to talk to me about your school and what it provides for you. I was delighted with your helpfulness. It was great to find so many of you saying that you think your school is really good. I agree with you; it is an excellent school. I also enjoyed my lunch with the school councillors and the time that I spent with the group who told me all about their outings and the residential trip. You obviously find these very exciting and they contribute much to the excellence of what your teachers plan for you.

Here are some more things that I like about your school.

- You achieve a consistently high standard of work and make good progress all the time.
- Your behaviour, attitudes towards others and willingness to make things run smoothly are remarkably strong.
- Your teachers teach you well and all the staff care for you a lot.
- What is planned for those of you with particular strengths is very good indeed.
- Children in the Nursery and Reception make good progress.
- Pupils who find it quite difficult to learn are supported so strongly that they make excellent progress.

What I have asked your headteacher, the staff and the school's governors to do next.

- Make ways of checking your work better still, so teachers will know even more about how to help you make even faster progress.

I hope that you will always be proud of your school and enjoy what it provides for you.

John W. Paull

Inspector