

# Christ Church Church of England Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	126303
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	293516
<b>Inspection dates</b>	22–23 May 2007
<b>Reporting inspector</b>	Chris Nye HMI

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	393
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alun Glyn-Jones
<b>Headteacher</b>	Neil Baker
<b>Date of previous school inspection</b>	1 October 2001
<b>School address</b>	Berryfield Road Bradford-on-Avon BA15 1ST
<b>Telephone number</b>	01225 863444
<b>Fax number</b>	01225 868283

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

The school, which is larger than average, serves the relatively prosperous small town of Bradford-on-Avon. The proportion of pupils with learning difficulties and disabilities is below average. Pupils are mainly of White British origin and almost all speak English as their first language. There are two single-aged classes in each year group. Almost all pupils have attended private pre-school settings and arrive in the Reception classes with broadly average abilities.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good and improving school with many strengths. It provides good value for money because it is well led and managed and provides pupils with good standards of education and care. It is rigorous in evaluating its own performance and judges itself to be good, a view endorsed by the inspection team.

Children make good progress in the Reception classes and in Key Stage 1. In Key Stage 2, pupils achieve standards above those expected for their age in mathematics and science and well above in English. Those pupils with learning difficulties or disabilities, and those who do not speak English as their first language, make good progress because the teaching is good and they are well supported. Very effective systems are used to plan their work in English and Mathematics, although they are less well developed in other subjects. Teaching is good, with some very good features, and the school provides a broad and well balanced curriculum with particular strengths in English and music. Enrichment activities, such as clubs and sport, are a strength. However, resources for information and communication technology (ICT) and the library provision are inadequate.

Pupils' attitudes towards their learning and each other are very positive and they enjoy coming to school. They are polite and well behaved and relationships between teachers and pupils are good. The school cares very well for the pupils; one parent commented that 'the school takes great trouble to get to know each child'. Parents overwhelmingly have a high regard for the school, although a small minority feel that more could be done to seek their views and take account of their concerns.

The school is well led and managed at all levels because there is a clear sense of direction and the headteacher, staff and governors work well together to improve the school. Management systems are well organised and the school monitors its own performance rigorously. The issues raised at the previous inspection have been appropriately addressed, but there is still too much inconsistency in the marking of pupils' work. The school liaises well with its community, for example there are close links with the local church. The school has a very clear idea as to what it needs to do to improve and, because of strengths in leadership and management, its capacity to make such improvements is outstanding.

### What the school should do to improve further

- Link assessment of pupils' progress to planning as well in other subjects as it is done in English.
- Ensure that all marking provides clear guidance to pupils on what they need to do to improve.
- Improve the ICT and library provision.

## Achievement and standards

### Grade: 2

Pupils achieve well from an average starting point to attain above average standards by the end of Year 6. In the Reception classes, the majority reach, and a number exceed, all the expected areas of learning by the time they enter Year 1. They make particularly good progress in their physical development. In Key Stage 1, progress is satisfactory in reading and writing. Standards by the end of Year 2 are in line with national expectations. In mathematics, progress is good because pupils achieve standards above the national average.

In Key Stage 2, progress is good and standards by the end of Year 6 are above average, exceptionally so in English. The school is working hard to improve mathematics and science to a comparative level. Improvements in target-setting and the tracking of pupil achievement have ensured that the school has met and improved upon published targets, particularly in English. Information from tracking of pupils' progress is not as well used in mathematics and science.

Pupils with learning difficulties and disabilities are well supported so that they make good progress. Pupils from ethnic minority backgrounds and those learning English as an additional language are well supported so they make the same good progress as their classmates.

## **Personal development and well-being**

### **Grade: 2**

Good personal development and well-being mean that pupils are active learners and enjoy their learning opportunities. This is illustrated by good attendance and the very positive views that pupils have about their school. They very much enjoy their education, feel safe and demonstrate good behaviour in class and around school. Relationships between pupils and teachers are very good. One parent illustrated this view with the comment that her daughter 'loves school and adores her teachers'.

Pupils' spiritual, moral, social and cultural development is good overall. Pupils show respect for each other and are taught well about how to interact socially. Pupils' individual views are respected and listened to and this is reinforced by the promotion of moral values by the staff. Provision for pupils to expand their understanding of other cultures is satisfactory and improving, for example through the work currently being undertaken to develop very close links with a school in Sri Lanka.

Pupils understand the need to adopt healthy lifestyles thanks to the school's effective provision, such as its anti-smoking programmes and the 'Huff and Puff' initiative. Strategies to combat bullying and racism are firmly established and pupils are confident that incidents, although rare, are dealt with promptly.

Pupils are encouraged to develop confidence and team working skills, for example through musical performance and sporting activities. Because basic skills such as literacy, numeracy and ICT are well taught, pupils are developing suitable skills to contribute to their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is consistently good throughout the school. Teachers and teaching assistants are skilled at engaging and motivating pupils who, as a result, behave well and are confident and enthusiastic learners. Lessons are well structured and there is a strong emphasis on developing writing and communication skills; for example, a strong feature is the effective use of talk partners which encourages pupils to develop speaking and listening skills as well as to reflect on and extend their learning. Pupils are actively encouraged to take responsibility for their learning, and are developing useful skills in assessing their own work. As a result of good teaching, all pupils, including those who are gifted and talented and those with learning difficulties or disabilities, make good progress in their lessons.

Teachers regularly and systematically assess and track pupils' progress. In English, this is used well to inform teachers' planning, but it is having less impact on the quality of teaching in other areas of the curriculum. Pupils' work is regularly marked with positive comments, but the quality of these comments is inconsistent as it is not always made clear to pupils what they need to do to improve.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a broad and balanced curriculum which effectively meets the needs of pupils throughout the school. A particular strength is the curriculum enrichment provided; there are numerous extra-curricular clubs and activities, such as those run by Team Bath. A strong emphasis is placed on sports, and pupils are enthusiastic team players.

Planning for the full coverage of the National Curriculum and Foundation Stage curriculum is good, although opportunities for using and applying some of the skills that pupils learn are less evident in some aspects of mathematics and science. The themed curriculum weeks are well timed throughout the year and these provide very good cohesion between many areas of the curriculum. Music is a particular strength, and the quality of singing and playing of the very large choir and orchestra is outstanding. ICT is well taught, but the provision of ICT equipment is insufficient for current needs. The library is also inadequate.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, guidance and support is good. The school provides a very high standard of care. For example, there are very good induction arrangements to help children in the Foundation Stage settle very quickly and happily into school. Teaching and support staff know pupils' individual needs well and provide good individual support, although inconsistencies in marking mean that academic guidance is less effective in some year groups. However, the progress of vulnerable pupils is regularly monitored and they receive clear and helpful guidance and support, particularly in reading and writing.

Pupils are well supervised and there are effective procedures in place for ensuring that pupils are kept safe and well protected. Procedures for checking backgrounds of staff and other adults and for assessing risks meet legal requirements. The school maintains good links with parents and external professionals to support pupils. Pupils' efforts and achievements are celebrated and this helps develop their self-confidence and encourages a culture in which pupils are polite, kind and care well for each other.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school at all levels are good with some very good features. Well trained and motivated staff work as an effective team which is committed to ensuring that the school improves further. The headteacher and senior management team provide a very clear sense of direction. Rigorous monitoring systems link well to the improvement planning process, enabling development priorities and staff training to focus extremely well on the needs of the school as a whole. It is this, and the strong track record since the last inspection, that gives the school such an excellent capacity for continued improvement.

The curriculum is well managed and organised. Curriculum leaders, who are developing confidence in their roles, have a good awareness of the strengths and weaknesses in their subjects throughout the school. They make good use of extensive data to inform and plan improvements. Governors provide an excellent balance of support and challenge to the school and take an active part in improvement planning. Support staff are well managed and benefit from suitable training which means that they provide good support for teaching and learning.

The school is generally well resourced, although there are weaknesses in the provision of resources for ICT, and the library provision is inadequate because the book stock is out-dated and poorly displayed and organised.

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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>	2
How well does the school work in partnership with others to promote learners' well-being?	2
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>	2
The standards <sup>1</sup> reached by learners	2
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	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
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	2

### 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>	2
<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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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**

Dear Pupils

Inspection of Christ Church CE VC Primary School, Bradford-on-Avon, BA15 1ST

Thank you for being so friendly and welcoming when we visited your school. We really enjoyed seeing your lessons, talking to you and the grown ups and looking at your work. We particularly enjoyed hearing the choir and orchestra, which we thought were fantastic! You told us that you really enjoy coming to school and your parents and carers are very pleased with how you are taught and cared for.

We think that yours is a good school. The teachers give you interesting lessons and, because you are keen to learn, you make good progress, particularly in English. You behave well in lessons and on the playground and are very kind to each other. Well done!

The school works hard to provide you with lots of interesting things to do and learn, and the grown ups make sure that you are safe and well cared for. The people who lead the school do a good job in making sure that you get a good education.

There are a few things which we have asked the school to improve so that your education can be even better.

- The teachers are good at using what they know about you to plan your learning in English, and we have asked them to do more of this in other subjects as well.
- When they mark your work, teachers need to make sure that they all tell you what you need to do to improve it.
- There are not enough suitable computers and the library needs to be up-dated and improved.

Thank you again for helping to make our visit to your school such a happy one!

Yours faithfully

Chris Nye Her Majesty's Inspector