

# Christ Church Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	109142
<b>Local Authority</b>	Bristol, City of
<b>Inspection number</b>	309896
<b>Inspection date</b>	1 May 2008
<b>Reporting inspector</b>	Michael Burghart

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	267
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Penny Godfrey / Bronwyn Lewis
<b>Headteacher</b>	Louisa Wathan
<b>Date of previous school inspection</b>	8 November 2004
<b>School address</b>	Royal Park Clifton Bristol BS8 3AW
<b>Telephone number</b>	0117 3772830
<b>Fax number</b>	0117 3772883

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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and, in doing so, investigated the following issues: provision in the Foundation Stage, assessment and the impact of accommodation on pupils' learning. Discussions took place with the headteacher, staff, governors and pupils. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own views, as given in its self-evaluation form, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a larger than average primary school not far from the city centre. The proportion of pupils who are not of White British heritage and do not speak English as their first language is above average. A variety of such pupils, whose parents are in England to study temporarily, do not complete their primary years at Christ Church. The proportion of pupils with learning difficulties and/or disabilities is below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

In this outstanding school, staff take excellent physical and academic care of pupils and very successfully help them to do their best. There is a strong ethos of 'can do' which is at the heart of continual improvement. Pupils relish being challenged and respond by working hard. It is not surprising they are happy to be at the school.

Capitalising on skills which are already well established when they start school, children usually make outstanding progress in Reception. They reach, and often exceed, all the goals expected of them by the time they join Year 1. A major shake-up over the past year of the way Reception children are taught has seen provision improve from barely satisfactory to good. Learning is now more than secure. Progress in Years 1 and 2 is outstanding. Pupils reach well above average standards of reading, writing and mathematics at the end of Year 2. This high achievement continues throughout Years 3 to 6 and is translated into consistently high standards in English, mathematics and science by the time pupils leave for the secondary school. A measure of the professionalism of staff is that, despite this extremely successful profile that has continued for the last five years, they analyse pupils' performance to look for relative weaknesses. Teachers make very effective use of this information to make improvements. Such was the case last year in investigative mathematics and this year in developing creative writing, regardless of achievement in both subjects being significantly better than the national norm.

Pupils of all abilities and backgrounds make particularly good progress across the school because teaching and support are outstanding. The school is very good at making sure that pupils new to the country make equally successful progress. All pupils achieve well but the performance of potentially higher attaining pupils is especially noteworthy. It is an indication of how the school makes excellent use of challenging targets to drive up, and consolidate, standards. The introduction of a new assessment system last year is having a significant impact on the quality of learning. Some elements have still to be fully embedded. However, the use of pupils' talking partners in jointly evaluating progress and referring back to lesson objectives in terms of 'Must, Should, Could' to gauge learning is excellent. Taking this further, in ways which continue to develop pupils' strategies for independent learning is an area for further development and already forms part of forward planning in what the school calls its 'Critical Skills' programme. Staff are very good at taking on board new initiatives, for example, a recent government directive to teach a programme of sounds and letters known as phonics. Lesson planning is of high quality. It draws extremely effectively on the school's overall outstanding curriculum to provide work which is thought provoking and relevant to pupils' needs, as well as being enjoyable. Last year, a report by the local authority (LA) found deficiencies in accommodation and in the way learning support assistants were being deployed. Governors, the headteacher and senior managers have put these right to the extent that accommodation is now good and teaching assistants make a significant contribution to the quality of learning. Teaching assistants also continue to have a major influence on relationships and how pupils are cared for.

Pupils' personal development is outstanding. Spiritual and cultural development is good. Moral and social development is excellent with children appreciating how their actions can affect other people and the world in general. Pupils have a very good understanding of eco-friendly initiatives and are not afraid to make their views known, for example, through the excellent school council. The school's success in encouraging personal development has been acknowledged with Healthy School, Investor in People, Activemark and Sport England awards. There is a strong culture of, as one girl put it, 'if we work together we can do anything' and

this sense of responsibility is much praised by parents. 'I am extremely happy with the way the school has helped my child to do his best. His confidence just keeps growing,' a parent told the inspector, and this view was mirrored in overwhelming support for the school in parents' responses to the Ofsted questionnaire. A very small minority of parents disagree, having concerns over some aspects of communication and worries about behaviour. This inspection finds that communication is good, with strong links between school and parents, and that behaviour, notwithstanding the very few pupils who are prone to misbehave, is outstanding. Pupils report that they feel safe at school and that the very rare incidences of what might be described as bullying are swiftly and effectively dealt with. Pupils certainly have confidence in staff and know who to turn to if they have problems.

The success of the school reflects the success of the way it is run. The headteacher's leadership and management of the staff as an excellent team draw on an outstanding partnership with the senior leadership team and staff acting as subject and phase coordinators. As a result, the school has excellent educational direction. Outstanding governance makes a significant contribution to the school's effectiveness. Decisions are evaluated against the impact they have on pupils' learning. Well informed governors support the school particularly well and are prepared to challenge where necessary. The school's self-evaluation is outstanding. Although some grades in the self-evaluation form submitted to Ofsted were too modest, the text matches inspection findings and recognises improvements made since the last inspection. In the relatively short space of time the headteacher, staff and governors have managed the school they have ensured that provision is of high quality and that pupils achieve as well as they should to sustain high standards. It is clear that the school has an outstanding capacity for even further improvement.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children are happy and confident! They get off to a good start in Reception because they are well cared for. School and LA monitoring records show that provision has been much improved over the past year with much better planning which takes into account good Foundation Stage practice. There is a strong commitment to encouraging learning through a balance of structured play and more formal opportunities. Teaching and support are good and sometimes outstanding. Alterations to accommodation are having very positive effects on learning and good use is made of the outdoor space to develop children's physical and social skills. Children respond very well to the vibrant learning environment by making outstanding progress. Behaviour is excellent. Staff make the most of children's skills and experiences that are generally better than what are normally expected when they first arrive. By the time children join Year 1, they are emerging as readers and writers and have a good basis of mathematical skills. In all areas of learning, children usually reach the goals expected of this age and many, particularly the more able, exceed them. Provision is managed extremely well. That provision is currently judged as good represents considerable improvement compared with the school's internal review last year. That it is not yet judged as outstanding is a recognition that new initiatives have not had time to have full effect. Nevertheless, the future looks bright.

### **What the school should do to improve further**

- Develop pupils' ability to work independently, embedding the skills needed for future study and everyday life.

(Planning for this is already in place in the school's 'Critical Skills' programme.)

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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	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	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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

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

<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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
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

2 May 2008

Dear Pupils

Inspection of Christ Church CE Primary School, Bristol BS8 3AW

It was a pleasure to visit your school. It is obvious that you are happy to be there. The school councillors were keen to tell me about the many good features of Christ Church and found it really difficult to think of anything that could be improved. They confirmed, what I was able to see for myself, that the school takes excellent care of you and that staff are particularly good at helping you to do your best and grow up sensibly.

Yours is an outstanding school, which means that it is much better than most others. One of its best features is that the headteacher, staff and governors run the school particularly well and are always looking at ways to make improvements. They make a great team.

Here are some more of the highlights:

- You make outstanding progress and reach standards that are well above average, especially in English and maths.
- Even though there are times when a very few pupils misbehave, behaviour is outstanding.
- You are well aware of how to stay fit and healthy.
- The new system which shows you what you 'Must, Should and Could' learn is working very well and really helps you make progress. This is one of the many signs that you are being particularly well taught.
- Teachers do their best to make work interesting and just right for you, whatever your ability.
- The school is very good at helping children to settle in, both those in Reception and those who come from other countries.

The school already knows that 'outstanding' does not mean perfect and is already working on ways to help you develop your learning skills even further. (This is what the school calls 'Critical Skills'.)

I congratulate you on being part of such a successful school. Keep up the hard work!

Yours sincerely

Mike Burghart Lead inspector

## Annex B



2 May 2008

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Lead inspector