

Christ Church, Church of England Infant School, Downend

Inspection report

Unique Reference Number	109166
Local Authority	South Gloucestershire
Inspection number	309908
Inspection dates	14–15 October 2008
Reporting inspector	Anna Sketchley

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School (total)	21
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Ann Smith
Headteacher	Anna Martin
Date of previous school inspection	15 November 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Christchurch Avenue Downend Bristol BS16 5TG
Telephone number	01454 866562

Age group	4–7
Inspection dates	14–15 October 2008
Inspection number	309908

Fax number

01454 866575

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Christ Church, Church of England Infant School is situated on the northern edge of Bristol and has close connections with the local church. The number of pupils entitled to free school meals is below average although this is rising steadily. Nearly all pupils are White British. There are a few pupils from minority ethnic groups and only a very small number are at an early stage of learning English. Currently, the experienced deputy headteacher is acting as headteacher. A new headteacher is to be appointed in readiness for September 2009.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Christ Church, Church of England Infant School is a good school where pupils achieve well. It has outstanding features in pupils' enjoyment of learning and the welfare of Early Years Foundation Stage (EYFS) children. The Christian ethos of the school together with the very real community spirit engender a close family feeling where children are particularly well cared for and nurtured. One parent commented 'There is a very happy and warm feel to the school.' Standards are average overall and pupils make good progress during their time in the school. Good teaching and an exciting curriculum, with exceptional enrichment opportunities, motivate and encourage pupils to do their best. The handover from the previous long-serving headteacher has been extremely well managed and everyone remains fully committed to raising standards further. The school's capacity to do this is good.

Children start school with skills below those expected for their age, particularly in literacy and numeracy and they achieve well in their first year. Good provision in the Foundation Stage ensures that almost all children reach the expected goals by the end of Reception. This good start is built on well with good progress overall throughout the infant years. The school has worked hard to address the issue of boys' achievement and as a result, their performance in reading and writing has improved. However, in some lessons tasks are not challenging enough for more able pupils and they do not make progress as quickly as they might. The school has already identified this as an area for improvement but plans are at a very early stage to address the issue and, as yet, have had little measurable impact on progress.

Pupils' personal development and well-being and attendance are good and this is a significant factor in the good progress pupils make. Relationships are excellent and good teaching and stimulating lessons result in pupils really enjoying and appreciating all that the school offers. Pupils are respected and listened to, creating a very positive and supportive climate for learning. As a result, pupils' attitudes to school life is sensible. Pupils are very polite and their behaviour is good. One pupil summed up the popular view declaring, 'I really love coming to school.'

Pastoral care for pupils is outstanding. The school is a very safe and happy place to be and parents make comments such as 'They take good care of the children, ensuring additional support where needed.' Although work is marked and pupils are congratulated for their efforts, they are not always effectively shown what to do next to improve their work. They do not have sufficient involvement in the process which would identify individual targets for the next steps in their learning. This means that they are not always able to take an active enough part in improving their work. This issue has been identified by the school.

The acting headteacher has taken a firm lead in the focus on improvement. The school is dedicated to continuing to provide an all round education for every pupil and retaining the very strong community ethos of the school. Parents are very pleased with the seamless changeover in leadership and many remarked upon the acting headteacher's visible, caring and approachable style and the excellent relationships she has with pupils. Parents are very supportive of the school, although a few would like more opportunities to contribute their views, suggestions and concerns.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The Foundation Stage is well led and managed. Children make an especially settled start in Reception because the school has very good induction procedures for parents and carers, and links with many pre-school settings. The welfare of children is a particular strength. Children are exceptionally well nurtured and cared for and make excellent relationships with both adults and other children. As a result, they quickly become confident and eager to find their name cards and plan their own play. Children make good progress in their learning and the gains they make in personal and social skills prepare them very well for their future schooling. A well planned curriculum ensures good learning opportunities that are entirely appropriate for young children. Teachers use individual assessments well to plan the next steps in learning. There is the right balance between adult-led activities and those that children undertake independently. Adult-led sessions are particularly well taught. However, after these sessions, some activities chosen by the children are not effective in providing sufficient follow up opportunities to enable them to make the best possible progress they could.

What the school should do to improve further

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- Ensure that teachers consistently provide challenge in the work given to pupils, especially the more able.
- Ensure that marking and target-setting help pupils understand how to improve their work.

Achievement and standards

Grade: 2

The school has worked hard to address the previous dip in attainment at the end of Year 2 and since 2007 standards have begun to rise again and pupils are now achieving well, especially boys' reading and writing. This is due to the successful changes the school has made to the curriculum and resources making some themes more appropriate and attractive to boys. Pupils in Year 2 are on course to reach their predicted targets this year. The good start children made in Reception is being maintained and in reading it is being improved upon. Pupils with learning difficulties and/or disabilities and those who are at the early stages of learning English make similar good progress. Too few pupils reach the higher Level 3 in writing and mathematics. Occasionally, some more able pupils do not always reach the standards they are capable of when tasks, particularly in mathematics, are insufficiently challenging.

Personal development and well-being

Grade: 2

Pupils feel very safe in school and they say that bullying is not a problem. They are confident in the support of staff should any problems arise. Pupils make a good contribution to the school and the wider community. In school they readily carry out a variety of responsibilities, for example the school council has helped with initiatives to improve playground resources. Pupils are very involved in the local community and regularly represent the school in various events, such as the Harvest Festival and visits to the elderly.

Pupils have a good understanding of how to live healthy lives, and they make healthy choices in what they eat. They also benefit greatly from the excellent opportunities provided by the school for exercise and sport. Pupils' spiritual, moral, social and cultural development is good

overall, although their awareness of other customs and cultures is underdeveloped. The local church plays a significant role in pupils' moral and spiritual development and a representative from the church regularly attends worship time at the school. The school successfully develops pupils' personal skills, such as confidence and independence, and this helps pupils make good progress especially in literacy and numeracy. This is preparing them well for their next stage of education, as well as later life.

Quality of provision

Teaching and learning

Grade: 2

Teachers provide well planned and interesting lessons for pupils, using a good range of resources and strategies especially interactive whiteboards. They make pupils aware of what they are learning and why, and this contributes well towards pupils' understanding of their work. Classes are well managed and pupils clearly enjoy their work. Teaching assistants are well deployed to support learning, especially that of pupils with learning difficulties and/or disabilities, and their needs are well met. This ensures that all pupils are able to join in all class activities and this helps them make good progress. However, although planning does take account of the needs of more able pupils it lacks the same consistency. On some occasions the work provided for these pupils is not challenging enough, so that their knowledge and skills are not always fully extended. Nevertheless, for much of the time they are effectively supported and make at least satisfactory progress.

Curriculum and other activities

Grade: 2

The curriculum enables pupils to study a broad and interesting range of subjects and topics, and this contributes to their good progress. Good use is made of the school's grounds to enhance learning, for example in science, and pupils also benefit from the provision of French and swimming. There are good links between subjects when providing topics, such as that on dinosaurs, to make learning interesting, especially for boys. A particular emphasis is placed on the greater use of literacy. The imbalance in the curriculum that was an area for development identified at the last inspection has been successfully addressed. The curriculum makes a strong contribution to pupils' safe and healthy lifestyles. There is an outstanding range of outings, visitors and after school clubs, which pupils support enthusiastically.

Care, guidance and support

Grade: 2

The welfare of the pupils is at the heart of the school's work, and adults ensure that there is very good pastoral and physical care. Parents speak highly of the provision the school makes for their children. There is a successful focus on ensuring the well-being of every pupil. Good use is made of outside bodies in supporting this care of the pupils.

Teachers mark pupils' work regularly, but whilst they often add words of praise, they too rarely provide pupils with written advice about improving their work. As a result, pupils do not always have a clear understanding about what they need to do to improve. The school is currently introducing new targets in literacy and numeracy to help provide pupils with this information.

Leadership and management

Grade: 2

The acting headteacher leads the school with enthusiasm and a clear desire to improve the school further. She has successfully broadened the leadership team and other senior leaders support her well and share her high expectations. Those who are new to the school or to their posts are making a significant contribution by the good use of their previous experience. The school monitors its work thoroughly and self-evaluation is accurate and identifies the correct priorities. Previously data about pupils' progress was not always fully shared with everyone. This has recently been rectified and staff are now taking a more active part in using data to identify issues and drive forward improvement. The governing body provides good support and guidance to the school. Governors know the school well. They ask challenging questions but are supportive and are increasingly becoming involved in the strategic direction of the school. Improvement has been good since the last inspection and the school has an accurate view of its strengths and areas for development. Comprehensive action plans are in place to move it on further. The school is currently implementing a detailed plan to improve further its already effective links with the local and wider communities.

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Annex A

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?	2
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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

16 October 2008

Dear Pupils

Inspection of Christ Church C of E Infant School, Bristol BS16 5TG

Thank you very much for the very warm welcome when we visited your school. We really enjoyed spending time with you and talking to you. Your school provides you with a good education.

These are some of the good things we found:

- You work hard and make good progress.
- You enjoy school very much and attend well, appreciating all the extra activities the school provides for you.
- You know how to keep healthy and safe.
- You get on especially well together and your behaviour is good; well done!
- You and your parents told us how well the school takes care of you and we agree that you are really well looked after.
- Your headteacher, teachers and governors are making sure that the school is improving every day.

Here are two things to make your learning even better:

- We have asked your teachers to make sure that all of you and especially those who are quick to learn have challenging tasks to do.
- We have also asked staff to tell you how to improve your work when they mark it and to help you set targets so that you know what to do next.

You can help by continuing to try hard. Best wishes.

Yours sincerely

Anna Sketchley Lead inspector