

Christ Church Church of England Primary School

Inspection report

Unique Reference Number	109219
Local Authority	North Somerset
Inspection number	324925
Inspection dates	18–19 March 2009
Reporting inspector	Bill James

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	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	203
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	Anne Davey
Headteacher	Kevin Bryant
Date of previous school inspection	19 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Baker Street Weston-Super-Mare North Somerset BS23 3AF
Telephone number	01934 620738

Age group	4–11
Inspection dates	18–19 March 2009
Inspection number	324925

Fax number

01934 622398

Age group	4-11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Christ Church Church of England Primary School is a small school with 210 pupils. Pupils are drawn from the immediate neighbourhood and most pupils are of White British heritage, with only a small proportion from other cultural backgrounds. A relatively small number of pupils speak a language other than English at home and the proportion of pupils with a variety of learning difficulties and/or disabilities is well above the national average. The school is very proud of the awards it has received including: Healthy School, Eco Schools and Activemark.

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 Primary school is a good school which effectively promotes the importance of pupils' personal development and well-being. As a consequence, its ability to work in partnership with others to promote pupils' well-being is outstanding. Pupils and parents rightly have high regard for the school and appreciate the work that staff undertake on their behalf. This allows pupils to learn in a safe environment, and for parents to feel appreciated as part of the school community.

Pupils enjoy coming to school, behave well and enjoy learning. This is reflected in their good personal development and well-being, where good relationships at all levels form a solid foundation for a school that is at 'the heart of the community'. Children enter school with lower than expected levels of attainment for their age. They make good progress overall in the Early Years Foundation Stage. Current standards being achieved by the pupils at the end of Year 6 are average overall. Pupils' achievement is good, with current work showing that they are improving. Standards year on year are inconsistent at the end of Year 6, and the school recognises the need to rectify this situation. Pupils with learning difficulties and/or disabilities make good progress with their learning because they have very good support to help them improve. Teaching is good and support staff help make sure that all pupils have the opportunity to make the required progress. Teachers use targets to help pupils understand what they need to do to make their work better. However, their use is currently inconsistent across the school and therefore they are not helping all pupils to make as much progress as they might. Senior leaders effectively monitor teaching and provide effective feedback that helps teachers to improve.

The creative curriculum is good and provides good opportunities for enrichment and enhancement. Information and communication technology (ICT) is used effectively as a tool to help understanding and learning. There is a good range of clubs, visits and enrichment activities that help to develop and support learning. Leadership and management are good. The effective headteacher promotes pupils' personal development and well-being as a priority in all learning. He is well supported by other senior leaders, who have a focus on the continued improvement in pupils' achievement and standards. The school has been effective in addressing the issues from the previous inspection, especially with regard to improving teaching. The middle managers in the school require further development to maintain and develop the focus on pupils' learning. The school has a good capacity for improvement and is well supported by the governing body. The school works very effectively with the local community and plans to further develop its provision with regard to community cohesion.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The Early Years Foundation Stage has improved significantly over the past three years. The quality and provision is good and the outstanding promotion of children's welfare is very much appreciated by parents. Children settle in quickly as a result of the high quality care that enables them to make good progress in an appropriate learning environment. The coordinated approach by the class teacher, inclusion worker and behavioural improvement project (BIP) team ensures excellent support for those children who enter the Early Years Foundation Stage with the lowest levels. They develop good independent skills and are encouraged to initiate their own learning. More focus on some learning activities is required to support children in their learning. The

provision benefits from good leadership that still needs further support and development. The Early Years Foundation Stage team has a commitment to involving parents in their child's learning and this allows parents to support their children effectively. This reinforces the good provision for children's personal development and well-being.

What the school should do to improve further

- Seek to consistently each year achieve above average standards by the end of Year 6 through closer ongoing monitoring of pupils' progress, so that slower progress can be addressed quickly.
- Develop the role of middle managers in the school by enabling them to focus on standards and achievement in their subjects.
- Provide more opportunities for pupils to develop a broader understanding of communities within the United Kingdom and in the rest of the world.

Achievement and standards

Grade: 2

Children enter the Early Years Foundation Stage with skills which are below the levels expected for their age. As a result of the good provision, which includes very individual support programmes, their achievement is good. However, children still enter Year 1 with below average standards overall. The current Year 2 pupils have average standards as a result of the good progress they have made since joining the school. Standards achieved by the Year 2 pupils, after a very disrupted year in 2008, were well below average. Now that the pupils are in Year 3 and as the result of focused support for learning, their progress is good and their standards average.

Standards at the end of Year 6 in 2008 were above average in English and average in mathematics and science. This represents an overall improvement in recent years and the school understands the need to embed consistency in standards as a priority so that all pupils have the opportunity to do their best. The standard of current work shows that good standards are achievable. Standards attained in writing are lower, with boys doing less well than girls. The school already has a focused approach to writing and improvements are already apparent. Progress from Year 2 to Year 6 is good and improving. There are no significant variations in the progress made by different groups of pupils in the school. Detailed tracking of pupils' achievement is having a very positive effect, with targets helping to assist pupils who are falling behind. Pupils with learning difficulties and/or disabilities make good progress.

Personal development and well-being

Grade: 2

Pupils enjoy school and take an active part in the development of the school community. Relationships between pupils and with adults are good and these reflect the school's Christian ethos. The importance the school places on pupils' confidence and self-esteem is evident and this is felt very strongly by the pupils. The contribution that the pupils make to the community both in and out of school is good and an area in which the school takes pride. The school council functions well and pupils appreciate the opportunity to have their say on school matters. Pupils' spiritual, moral, social and cultural development is good, illustrated by their strong sense of right and wrong. The school recognises that more opportunities for pupils to have a better understanding of different cultures are required so that pupils can fully appreciate the diversity that exists.

Pupils trust the adults who look after them and say that they are helped whenever they need it. They say that any incidents of misbehaviour or bullying are dealt with swiftly and effectively. Attendance is now average and the school works closely with parents and the parent support advisor to offer practical help. Pupils have a good understanding of how to stay safe and this reflects the very good work undertaken by the school in this area, such as teaching children about the dangers of swimming in the sea. They have a good understanding of the importance of a healthy diet as part of a healthy lifestyle. They feel a part of the community and have a good understanding of how they can support and enhance it. The development of skills pupils will need in adult life is good; for example, the projects the pupils undertake develop their skills of organisation, understanding of roles and responsibilities, independence and confidence.

Quality of provision

Teaching and learning

Grade: 2

Standards of teaching are good overall, with some outstanding teaching observed, and this is an improvement since the last inspection. Teachers know the pupils very well, relationships are good and pupils want to learn. Teachers have good subject knowledge, lessons are well planned, interesting and engaging for pupils, and this helps them to learn. Teaching is enhanced by well-trained and highly effective support staff who help to ensure that all pupils can make progress. An improvement in the pace of some lessons would enable pupils to learn more quickly, and this is especially the case for the more able pupils. There are appropriate opportunities for assessment to see how well pupils are doing and a wide range of good support for those pupils who need extra help. The marking of pupils' work is an area that the school is trying to improve so that pupils have a greater understanding of the next steps they need to take to make learning better. Pupils are set targets for improvement and when these are used effectively they are having a positive effect on pupils' progress. Teaching is effectively monitored by senior leaders.

Curriculum and other activities

Grade: 2

The school provides a good curriculum that leads to interesting and stimulating lessons for pupils. The curriculum's approach is where key skills are developed through different themes that are matched to the needs of the pupils. There is a clear emphasis on pupils' personal development and the curriculum builds on pupils' experiences so that they enjoy their learning while making the appropriate progress. It provides pupils with the opportunity develop their creativity in a variety of subjects so that they can build on their skills and develop their understanding.

Information and communication technology (ICT) as a tool for learning is a feature of the curriculum that is used very well to support learning in many subjects and topics. This approach is appreciated by both pupils and parents, who say that it is exciting and fun. In addition, the curriculum is being developed so that there is a better progression in skills to meet the needs of the more able pupils. Opportunities for cultural development within the curriculum are limited and this is to be addressed. The curriculum is enriched by a wide variety of appropriate visitors, events and visits. The provision for outside school clubs and activities are good, and these provide choice and opportunities for pupils to further develop their social skills, teamwork and independence.

Care, guidance and support

Grade: 2

The care, guidance and support offered to pupils in the school are good. The support the school offers for the care of the pupils is outstanding. One example of this is the work of the inclusion worker and BIP team who enable pupils to improve their social skills in order to help them become good learners and make progress. Arrangements to make sure that pupils are safe in school are good and are a clear priority. There are effective systems to ensure pupils' safety and welfare and all legal requirements are fully met. Pupils say that they feel safe and they understand that they receive high quality care. They are happy and are not afraid to say so. The school works extremely well with a wide variety of agencies to provide outstanding support for pupils' well-being. This view is strongly supported by parents and pupils. Pupils' academic progress is carefully tracked and monitored. Pupil targets have been introduced and when they are used effectively they are enabling pupils to understand what they need to do to improve the quality of their work. As yet, the use of targets is inconsistent throughout the school and so they have not yet had the impact they can on pupils' learning. It is an area that the school is working hard to address. Support for pupils' learning difficulties and/or disabilities is good. The school now has a number of different programmes that it runs to support pupils, focusing not only on academic help but also to address the social and emotional needs of some pupils.

Leadership and management

Grade: 2

Leadership and management are good. The effective headteacher has a clear focus on whole-school development, and the improvement in achievement is underpinned by the high standard of care provided for the pupils. Senior leaders are very supportive and share this vision. The tracking of pupils' progress and the analysis of data are leading to higher expectations of pupils' achievement. As a result, underachievement has been identified and resources have been targeted to make sure that pupils catch up and make the required progress. In addition, there is a clear commitment to the inclusion, equality and personal development of pupils, enabling them to develop as individuals. Some middle managers require further development to maintain and promote the focus on learning. The school's self-evaluation is good, with a good understanding of both strengths and areas that require development. The school uses challenging targets to improve pupils' progress across the school. The governors are supportive and understand the need to focus on standards. Their ability to effectively challenge the school is improving as the quality of information they receive from the headteacher gets better. Provision for community cohesion is satisfactory at present, with the school's excellent community links a real strength. The school would now correctly like to integrate community cohesion into the curriculum, focusing on links both internationally and within the United Kingdom.

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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?	1
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	2
The attendance of learners	3
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	3
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	2
How well does the school contribute to community cohesion?	3
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**

24 March 2009

Dear Pupils,

Inspection of Christ Church Church of England Primary School, Weston-super-Mare BS23 3AF

- Thank you for making us welcome in your school and for talking with us so openly when we visited recently. We really enjoyed joining you in lessons and seeing your work. We think your school gives you a good education. Here are some of the reasons why.
- Children in Reception make a good start to their education.
- Nearly all of you are now making good progress because you work hard.
- Your behaviour is good and you told us how much you like coming to school.
- You have a good understanding of the importance of healthy eating and exercise in order to stay healthy.
- Teaching is good and you like the support you receive in lessons from other adults.
- The adults at school offer you good care and support and this helps you learn.
- You have a good headteacher, and all the adults, including the governors, are working hard to improve your school.

We have three recommendations to help your school to get even better.

- To make sure that the standards you achieve by the end of Year 6 are good every year.
- To make sure that the adults in charge of the different subjects provide you with even more good opportunities to learn.
- To help you better understand communities in other places in the UK and around the world.

We hope that you will continue to work hard and enjoy your time at school. Your school council works really well so if you have a good idea on how to make Christ Church School even better, why not tell them and they can bring it to the attention of the headteacher.

Yours faithfully,

Bill James

Lead Inspector