

# Christ Church Primary School

## Inspection report

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<b>Unique Reference Number</b>	101316
<b>Local Authority</b>	Barnet
<b>Inspection number</b>	335694
<b>Inspection dates</b>	29–30 September 2009
<b>Reporting inspector</b>	Graham Lee

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 of pupils on the school roll</b>	231
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet McIntyre
<b>Headteacher</b>	Mike Dean
<b>Date of previous school inspection</b>	3 November 2006
<b>School address</b>	Byng Road Barnet Hertfordshire EN5 4NS
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, and held meetings with governors, staff in leadership positions, pupils and parents. They observed the school's work, and looked at a variety of documents including the school development plan and records of pupils' progress. They also considered the views of parents, staff and pupils expressed in responses to questionnaires

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of support for vulnerable pupils, including those with special educational needs and/or disabilities
- the extent to which teaching challenges all groups of pupils to achieve as well as they can
- the robustness of leadership at all levels in improving teaching and learning and raising achievement
- whether children are making enough progress in the Early Years Foundation Stage.

## Information about the school

This is an average-sized primary school. Most pupils are of White British heritage, although a large minority come from a wide range of backgrounds, the largest of which are from a variety of other White European groups. The proportion with learning difficulties and/or disabilities is lower than average. These pupils have a range of difficulties but most relate to moderate learning problems. The school has provision for the Early Years Foundation Stage in its Nursery and Reception classes. There has been a significant turnover of staff in Key Stage 2 in recent times. The school is accredited as a Healthy School and has been awarded an Activemark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school which has been on an upward trajectory of improvement since its last inspection. High standards of attainment have been maintained and all groups of pupils, including those with special educational needs and from a variety of ethnic backgrounds, are making better progress. This is because teachers have higher expectations of what pupils can achieve and the expanded leadership team are having an increasing influence on raising pupils' achievement. Assisted by the support and challenge of the highly effective governing body, they have a clear view of the school's strengths and have put in place effective strategies to address any weaknesses that are identified. They are supported by a dedicated staff team, equally committed to further improvement. All of this, together with a recognition that there is more to do, indicates that the school is well placed to get even better.

At the heart of the school's work is a caring ethos and a determination that each child will succeed whatever their backgrounds or abilities. As a result, pupils are proud of their school. They feel extremely safe and have every confidence in the adults around them. One older pupil commented that it is 'like your family' and another added 'yes, it is like second home'. Children get off to very good start in the warm and welcoming environment of the Early Years Foundation Stage. They quickly become enthusiastic learners and thrive academically thereafter. They make good progress in English, mathematics and science and by the time they leave most are working at the highest level in these subjects. Pupils' progress in writing is not as consistent as it is in reading and some could be doing even better. While targets are set for improvement in each class, these have not always been successful in challenging pupils to improve their writing.

Pupils are doing well because the teaching is good and the curriculum is adapted to meet their needs. Teachers generally plan well to meet the needs of the wide range of abilities within their classes. They often plan interesting activities which link well to other aspects of the curriculum. This helps pupils to see the purpose and relevance of their learning. For example, in a Year 3 mathematics lesson pupils had to plan a healthy meal based on a budget. This developed their mathematical skills and led to some interesting discussion. These links are not, however, embedded in the curriculum. For example, while pupils develop writing skills in other contexts increasingly, this is not consistent and opportunities are sometimes missed.

The school's Healthy Schools status is well deserved as a commitment to healthy living permeates its work. This is evident from the Reception children, who talk excitedly about the healthy nature of the excellent school meals, to the older pupils, who knowledgeably describe the contents of their lunchboxes in an assembly. Pupils'

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enjoyment of their education is greatly enriched through visits and visitors and the wide variety of clubs on offer in sport and music in particular. Indeed, music is a great strength of the school and it is evident, as the headteacher remarked, that 'there is an ethos that it is good to play music'. Specialist provision ensures high quality teaching of music. Many pupils play instruments and become accomplished musicians.

The leadership team monitor teaching regularly and have an accurate view of its quality. Sometimes, however, feedback is not precise enough to make it clear to teachers how they can move their work to the next level. Moreover, recent changes mean that all teachers are not necessarily clear about the school's expectations. Leaders work in close partnership with a range of agencies to support pupils' welfare and academic achievement. They also have a productive relationship with the majority of parents. As one commented, echoing the views of others, 'The staff ensure that the quality of provision for all the children is the best it can be. My child is challenged and enthused.'

**What does the school need to do to improve further?**

- Help pupils to make consistently good or better progress in writing by:
  - giving them extensive opportunities to develop their skills throughout the curriculum
  - ensuring that teachers use assessment information to set challenging targets for improvement.
- Move a greater proportion of teaching from good to outstanding by:
  - ensuring that monitoring gives teachers a clear view about how to make their lessons even better
  - ensuring that teachers new to the school are supported effectively to develop their skills to the highest possible level.

**Outcomes for individuals and groups of pupils****1**

When children join the school in the Nursery, they quickly become confident and eager learners. They continue to develop very positive attitudes to learning as they move through the school. Pupils cooperate very well with one another and are very keen to offer their ideas. They take a pride in their work and are always keen to improve. This helps pupils of all abilities and from all backgrounds to make good progress and to reach high standards of attainment. Those who have moderate learning difficulties, for example, make good progress because they are helped to achieve success. Together with good skills in information and communication technology (ICT) and above average attendance, this ensures that they are well prepared for the next phase of their education and the world beyond.

Pupils are extremely friendly and polite and behave well. They get on very well together and enjoy the cultural diversity in the school. There are high levels of racial harmony. Pupils are genuinely appreciative of the success of others. This was evident in the assembly when pupils warmly applauded a piece of music played by a fellow pupil. They are thoughtful and reflective and have a strong sense of responsibility. All of these qualities reflect their excellent social, moral, spiritual and cultural development.

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Pupils enjoy taking responsibility, as school councillors for example. They feel that their views are listened and acted upon. For example, their ideas were taken into account in the construction of 'Jack's garden', created in memory of one of their fellow pupils. They also make a strong contribution to the wider community through visits to a local home for the elderly and through environmental initiatives like the 'walk to school' week.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

The high quality of the school's care is evident in its very good support for vulnerable pupils, including its much improved provision for pupils with special educational needs and/or disabilities. One parent wrote that 'the school is extremely supportive, caring and friendly' and a number commented on the how well the school had supported their children facing difficulties either socially or with their learning. The progress of pupils with special needs is tracked very effectively and these pupils receive very effective support in the classrooms from teachers and a skilled team of teaching assistants. As a result, most are making good progress. Although pupils from various minority groups are making good progress, the school monitors their progress carefully and has

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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introduced a language enrichment programme to support some of them.

Most of the teaching seen during the inspection was good. Teachers enjoy excellent relationships with their classes and plan interesting lessons, often involving the use of ICT. However, there is no structured approach to linking different aspects of the curriculum together. This means that opportunities for the development of literacy, numeracy and ICT skills in other subjects are sometimes missed. Teachers assess pupils' work well and 'always help us at our level', as one put it. Target-setting and self-assessment also help pupils to know what to do to improve, although the impact is variable.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The school has been led successfully by the headteacher for a number of years. He is ably supported by his deputy, senior leadership team and governing body. Together, they have secured the support of staff in seeking continual improvement. The leadership team have a clear view of their roles in raising achievement and improving teaching and learning. In order to do this, they monitor provision rigorously and are using data more effectively to identify trends in attainment. This work is at the early stage of development and has not yet fully eradicated inconsistencies in progress, notably in writing. The school sets very challenging targets for pupils. While these were narrowly missed in English in 2009, it does indicate leaders' high expectations of all. In particular, the success of the school's excellent commitment to equal opportunities is evident in the outstanding achievement of all groups of pupils.

The school's care for its pupils is evident in the robust procedures for safeguarding. These ensure that the school does everything possible to protect its children from potential dangers, although this does not yet involve new technologies. Leaders work in very close partnership with a range of agencies to protect and support pupils and to maximise learning opportunities. The school also enjoys a fruitful relationship with most groups of parents. Leaders do a great deal to promote community cohesion at the local and national levels. They have conducted an audit as a result of which they have plans to engage with a wider range of groups beyond the school and immediate community.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

When children join the Nursery, their skills and understanding are varied but often better than expected for their age. Many parents commented on the excellent induction arrangements which gives them confidence in the school and enables their children to settle quickly. The brand new Early Years Foundation Stage block is extremely well resourced and provides a highly stimulating learning environment for the children. Good planning ensures that children are able to develop their skills in all areas of their learning. There is a good balance between activities led by the adults and those that allow the children to explore the world around them. Children particularly love the extensive outdoor area, which provides them with many opportunities for physical and creative development in particular. Staff assess children's progress continually and use this information effectively to plan for the future. Sometimes, opportunities are missed to challenge the most able pupils even further. By the time they move on to Year 1, their attainment is above average in all areas of their learning. The leadership of the Early Years Foundation Stage is good in ensuring high quality provision, although the use of data has been unreliable in recent years and does not fully reflect pupils' good progress.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

This was a high response rate for a school of this size. The majority of returns were positive in all respects. Parents made supportive comments about the school's welcoming and caring ethos and a number praised the support for pupils with special educational needs. Many commented on how happy their children were and praised the staff for their hard work and dedication. A number specifically praised the induction arrangements for the youngest children. Inspectors agree with these positive comments which are fully supported by the evidence. The largest number of concerns were expressed about behaviour. Inspectors found that these concerns are not generally shared by pupils and no disruptive behaviour was seen during the two days. Moreover, the school has recently published a new behaviour policy which sets out its policies very clearly. A few parents are unhappy with secondary transfer arrangements and do not believe that their children are well prepared. This is not supported by inspection evidence which found that standards of attainment are much higher than in most schools and that most pupils reach the highest possible level for their age. Together with their positive attitudes, this means that pupils are very well prepared for secondary school. A few parents were not happy with the provision for lower attaining pupils but again this was not supported by the evidence and is refuted by other parents. School data indicate that these pupils, in general, make good progress and they are very well supported in lessons. Finally, a few were critical of the leadership in terms of the management of weak teaching and communication. Inspectors looked at a range of reports and found that they gave detailed information about pupils' progress. Other channels of communication seem to be regular and informative. There are good procedures in place to monitor teaching and the school has a stable, permanent teaching force.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ Church Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 100 completed questionnaires by the end of the on-site inspection. In total, there are 231 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	61	37	37	1	1	0	0
The school keeps my child safe	57	57	41	41	1	1	0	0
The school informs me about my child's progress	37	37	56	56	5	5	2	0
My child is making enough progress at this school	39	39	51	51	8	8	2	2
The teaching is good at this school	35	35	62	62	2	2	0	0
The school helps me to support my child's learning	38	38	55	55	6	6	0	0
The school helps my child to have a healthy lifestyle	63	63	37	37	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	38	38	51	51	6	6	1	1
The school meets my child's particular needs	33	33	58	58	8	8	1	1
The school deals effectively with unacceptable behaviour	36	36	47	47	13	13	0	0
The school takes account of my suggestions and concerns	37	37	52	52	8	8	1	1
The school is led and managed effectively	31	31	55	55	9	9	3	3
Overall, I am happy with my child's experience at this school	44	44	49	49	6	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



1 October 2009

Dear Pupils

Inspection of Christ Church Primary School, Barnet, EN5 4NS

You may remember that I visited your school recently with two other inspectors. We really enjoyed our two days at Christ Church. I am writing to thank you all for being so friendly and helpful. I thought you would like to know what we found out.

You are rightly proud of your school because it is a good school. You told us how much you like your teachers and how they make learning fun and interesting. We agree that the teaching is good and helps you to make good progress in your lessons. Those of you who find things a little more difficult are given good support which helps you to do well. By the time you move on to secondary school, you are doing much better in English, maths and science than pupils in most schools.

You told us how much you enjoy school and like all the extra things you get to do, in sport and music for example. I was really impressed with the musicians in assembly. You behave well and all get on together. You have a very good understanding of the importance of living a healthy life and those lunches are delicious!

The school is much better than it was when it was last inspected, thanks to the hard work of your headteacher and all the other staff. They are determined to make things even better and we have asked them to do a couple of things that we think will help:

- Although you are doing very well, some of you are not making quite the same progress in writing as you do in other subjects. We want your teachers to give you plenty of chances to write in other subjects and give you clear advice about how to improve.
- We also want the school to help make the teaching even better by making sure that the senior teachers give teachers good advice about how to help you even more.

Best of luck to all of you

Yours faithfully

Graham Lee

Lead Inspector

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