

Christ Church Church of England Primary School

Inspection report

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|--------------------------------|-------------------|
| Unique Reference Number | 102586 |
| Local Authority | Kingston |
| Inspection number | 335930 |
| Inspection dates | 4–5 November 2009 |
| Reporting inspector | David Collard |

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

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|--|---|
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 418 |
| Appropriate authority | The governing body |
| Chair | Chris Newport |
| Headteacher | Tracey Coton |
| Date of previous school inspection | 5 January 2007 |
| School address | Pine Gardens Surbiton Surrey KT5 8LJ |
| Telephone number | 0208 399 8166 |
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 18 lessons or parts of lessons, and held meetings with pupils, staff and governors. They observed the school's work, and looked at school documentation, policies and procedures and information about the safeguarding of pupils.

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

- whether improvements in the quality of provision and especially teaching have eliminated the fluctuations in pupils' achievement
- how well the school provides sufficient challenge to pupils of all levels of ability
- whether the school has a good, realistic view about the strengths and weaknesses within its provision and developments for the future.

Information about the school

This larger-than-average primary school serves its local urban area. The proportion of pupils with special educational needs and/or disabilities is lower than that found nationally as is the proportion of pupils with statements of special educational needs. Most, but not all, pupils come from a White British heritage. During the academic year 2007/08 nearly half the staff changed. The school has achieved a number of national awards including Healthy Schools and Artsmark. The school also manages a breakfast club, after-school club and a holiday club.

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?

1

The school's capacity for sustained improvement

1

Main findings

The success of this outstanding school is best summed up by one parental comment which stated that, 'the children and their learning are at the heart of all we do'. Since the last very positive inspection, educational provision has continued to improve, attainment by Year 6 has remained high and developments have been dealt with rigorously and effectively. Through highly effective analysis and self-evaluation the headteacher, with the strong support of the senior team, has quickly tackled dips in performance, such as in 2008. As a result, the progress of all pupils is good and, as importantly, there is a consistency of learning as pupils move through the school.

The pupils are highly motivated, interested in improving their own knowledge and want to make as much contribution to the school as they can. Behaviour is exemplary. Pupils know right from wrong, appreciate the contributions that each other makes and are proud of their school. In discussion, they said they will be sad to leave but realise how well they have been prepared for what lies ahead in their lives.

For at least the last five years, standards have been high in test results and from the work seen in books this trend is continuing. Children start school with skills above those expected for their age and through the Reception Year make a flying start to their schooling. By the time they have moved to Years 2 and 6 increasing proportions of pupils are achieving the higher levels in tests; achievement is also high in a range of other subjects such as art and the humanities. This very well balanced academic achievement has come about through an outstanding curriculum that aims to develop both personal and academic outcomes. For example, topics and themes use real-life experiences such as the Egyptian Day, when pupils wore appropriate clothing, tried typical foods and generally immersed themselves in the culture. This is all in addition to the excellent care and support pupils receive through well-established and rigorous procedures for ensuring their welfare. Pupils respond well to these challenges but, given their level of ability, are quite capable of taking greater responsibility for their own learning. While teaching is good overall, with some that is exemplary, there are occasions when teachers do not make the fullest use of the expertise that the pupils already have to make learning as challenging as it possibly could be.

The very clear vision of the headteacher sets high standards for others, where everybody is expected to contribute. Any developments are aimed at constant improvement while maintaining the high levels of provision in areas that are already well developed. Along with the senior team and governors, leaders are encouraged, not always fully successfully, to show initiative and to share the workload. This includes extremely rigorous monitoring of teaching and learning and developing individual expertise. However, the middle leaders, while managing their areas well, do not always

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have the confidence to lead on the most strategic of improvements, such as how writing or mathematics are developing across the whole school. Nevertheless, with all the demonstrable impact from improvements, this is a school that is showing it has an outstanding capacity to improve.

What does the school need to do to improve further?

- Ensure the highest levels of pupils' independence by providing even more opportunities for them to take responsibility for their own learning and giving them every opportunity to use their initiative.
- Ensure middle managers play a full part in the leadership structure by training them to have a wider knowledge of whole-school issues and better opportunities to develop their leadership skills across the whole school.

Outcomes for individuals and groups of pupils

1

When children leave the Reception Year they are achieving standards at least above those expected at this age. In particular they have well-developed social skills which continue to improve as they move through the school. Pupils really do enjoy learning and take an active interest in discussions, group work and when working on their own. They have excellent levels of concentration and apply themselves to whatever is on offer. Through Years 1 and 2, academic progress is good so that by Year 2 pupils are achieving at levels above those expected nationally. This continues through to Year 6 where nearly half achieve the higher Level 5 in their English and mathematics tests and are continuing to do so this year. Different groups in each year make similar levels of progress and, for those now in Year 6, analysis of data indicates that those regarded as having particular gifts are exceeding the average progress rates for the group as a whole. It is just on the odd occasion when teaching is less rigorous that the pace of learning drops and pupils do not make such rapid progress. Work on display shows some excellent examples of writing, drawing and practical activities. For instance, some collages of human movement are both colourful and intricately pieced together.

Pupils also have an excellent understanding of how to lead a healthy lifestyle and are starting initiatives such as designing healthy lunch box recipes as a fund raiser. They know very well how to stay safe and are very clear about how to make sure others do the same. Pupils appreciate the cultures in their school and see it as a matter of course that those who are still at an early stage of learning English need help. In one case, a boy really helped another pupil who was having some difficulty in expressing her ideas because she had only recently arrived in Britain. To further develop this area, the school is now planning to expand the use of parents and carers from other countries to ensure all pupils understand the wide diversity of culture and backgrounds in our society. A good start has been made in linking with a school abroad, but it is realised that more could be done to develop these links.

These are the grades for pupils' outcomes

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| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 1 |
| Taking into account: Pupils' attainment ¹ | 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 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 1 |
| Taking into account: Pupils' attendance ¹ | 1 |
| The extent of pupils' spiritual, moral, social and cultural development | 1 |

How effective is the provision?

Teaching is generally good but some is outstanding. Both inspection evidence and monitoring by the school show that lessons are never less than satisfactory. Common strengths include comprehensive planning to move learning on at a pace, a range of different methods and good use of individual, paired or group activities. However, pupils are not given enough opportunities to learn independently through being given enough time to take the initiative in their own learning. Very good use of special themes such as the regular art weeks or themed days and the good use of teaching assistants all help pupils become interested, motivated and enthusiastic learners. These are the prime reasons why pupils progress well. Pupils say that they enjoy improving their own skills and many can even make reference to how they have improved using the individual targets they have been given. Teachers also make good use of any current events or themes. With these many different activities and the wide range of clubs, visits and visitors, it is no surprise that the curriculum is outstanding ' a fact appreciated by both pupils and the overwhelming majority of parents.

Equally, very good attention is paid to making sure that pastoral support is dealt with just as well. Those with special educational needs and/or disabilities have very thorough procedures in place, such as rigorous monitoring and speedy intervention, so that their needs are identified quickly and very appropriate strategies are used to deal with their individual problems.

¹ 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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These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher, along with good support from the senior team, leads the school with exceptional clarity and commitment. Her insights have inspired all staff and created a school ethos where strong Christian values and high expectations are the norm. The regular and rigorous monitoring, along with the perceptive use of performance data, has ensured a secure base for very accurate self-evaluation, which leads to pertinent professional development opportunities, drawing on strong partnerships both locally and further afield. While whole-school development plans identify and remedy the right priorities, subject action plans show less consistency. This is because middle leaders, while managing their own subjects well, are not taking sufficient initiative in leading developments that affect the whole school. Even given this minor shortcoming, the emphasis on ensuring the highest levels of equality for all is very apparent from both national and school data and from what pupils say. As one said, 'We all do as well as each other here.' The governors have high levels of commitment to the school and have built up systems to ensure everybody's expertise and knowledge are increased, and that they have the understanding should they need to challenge any new strategies. Their training is extensive and its effect can be seen in the good and thorough safeguarding arrangements which have identified that the policies could be made even more effective with clear timelines for review. In addition, the governing body, having undertaken various audits, is aware that the procedures for community cohesion need further in-depth analysis. This is to check that pupils are indeed being given all the possible opportunities to develop their understanding of local, national and global diversity, which would seem to be the case from the results of extensive internal pupil questionnaires.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 1 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 1 |
| The effectiveness of the school's engagement with parents and carers | 1 |

| 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 | |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 1 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 1 |

Early Years Foundation Stage

Adults have been very successful in establishing a welcoming, secure and stimulating environment in which children feel comfortable, confident and are clearly happy with their start to school life. Teamwork is exemplary, enabling a shared understanding about developing adult-led and child-initiated activities both in the classroom and the outside area. As a result, children show high levels of independence and curiosity about their surroundings and are inquisitive to find out more, which is not so highly apparent in the rest of the school. Even at this early stage of the year all children work well with each other sharing toys and helping each other when they have problems. Opportunities to explore and discover contribute strongly to the development of both personal and academic outcomes, with activities that are relevant and interesting. Assistants provide strong support such as when one helped children draw the letter 'f' in the air to help them with their writing. This led onto them drawing fish, because 'fish starts with f', and was further expanded through activities in the sand tray and magnetic letters. These high-level teaching techniques ensure children make outstanding progress in their time in the Reception classes so that by the start of Year 1 attainment is well above the national average in all aspects. It is particularly strong in communication and language, and personal and social development, and just a bit lower in some aspects of number work. Very strong leadership is underpinned by a clear focus on attainment and achievement, and is effectively ensuring children are ready to take on the rigours of more formal work through the rest of the school.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 1 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 1 |
| The quality of provision in the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |

Views of parents and carers

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

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Over 90% of parents who responded to the questionnaire feel that overall they are happy with their child's experience at school. Those that are not mainly have specific individual concerns. Almost all parents feel that teaching is good, that their child feels safe and knows how to lead a healthy lifestyle, and that pupils behave well. The biggest area of concern, by about 15%, is that pupils do not make enough progress. This is not the finding of this inspection. Pupils make good progress in a range of subjects and in their personal development and are being well prepared for their future lives. There were many positive written comments that provide further general support for the findings of the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ Church Church of England Primary School 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 12 statements about the school.

The inspection team received 186 completed questionnaires by the end of the on-site inspection. In total, there are 418 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 120 | 65 | 61 | 33 | 4 | 2 | 1 | 1 |
| The school keeps my child safe | 138 | 74 | 45 | 24 | 1 | 1 | 0 | 0 |
| The school informs me about my child's progress | 93 | 50 | 76 | 41 | 12 | 6 | 1 | 1 |
| My child is making enough progress at this school | 79 | 42 | 70 | 38 | 18 | 10 | 7 | 4 |
| The teaching is good at this school | 107 | 58 | 65 | 35 | 6 | 3 | 1 | 1 |
| The school helps me to support my child's learning | 95 | 51 | 69 | 37 | 12 | 6 | 3 | 2 |
| The school helps my child to have a healthy lifestyle | 109 | 59 | 66 | 35 | 5 | 3 | 3 | 2 |
| 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) | 58 | 31 | 74 | 40 | 8 | 4 | 2 | 1 |
| The school meets my child's particular needs | 79 | 42 | 75 | 40 | 13 | 7 | 4 | 2 |
| The school deals effectively with unacceptable behaviour | 83 | 45 | 87 | 47 | 4 | 2 | 2 | 1 |
| The school takes account of my suggestions and concerns | 68 | 37 | 79 | 42 | 14 | 8 | 4 | 2 |
| The school is led and managed effectively | 92 | 49 | 67 | 36 | 13 | 7 | 1 | 1 |
| Overall, I am happy with my child's experience at this school | 118 | 63 | 53 | 28 | 9 | 5 | 2 | 1 |

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| 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.



6 November 2009

Dear Pupils

Inspection of Christ Church Church of England Primary School, Surbiton KT5 8LJ

Thank you for making us so welcome during our recent visit. We very much enjoyed seeing and hearing about all the wonderful things you do and being able to talk to so many of you. I am sure you will not be surprised to know that we have said that yours is an outstanding school. I have included the main reasons for this below.

- You told us how proud you were of your school and we can see why. You make good progress through each year so that by the time you leave in Year 6 many of you are working at levels well above those expected for your age.
- We have said that you behave exceptionally well and when there are any problems these are dealt with very effectively by the adults and sometimes by yourselves. This all indicates that you are cared for and looked after extremely well.
- You know how to stay safe and how to lead healthy lives. During lunch we saw many of you eating your 'five a day' and then enjoying working off lots of energy in the playground.
- We have said that you are taught well. There are so many interesting things to do with all the various topics and themes you are studying. All these things make sure that all of you achieve as well as you should.

Even in the best schools there are always more things to do. Your headteacher and her senior staff have lots of ideas and we have asked that all the leaders help with these to make sure the workload is shared. We have also suggested that you are given even more opportunities to help you become as independent as you possibly can.

You can do your bit by continuing to suggest how things can improve and by developing the school even further. Keep up the good work.

Yours faithfully

David Collard

Lead inspector

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