

Christ Church Hanham Church of England Primary School

Inspection report

Unique Reference Number	109163
Local Authority	South Gloucestershire
Inspection number	337231
Inspection dates	13–14 October 2009
Reporting inspector	Peter Clifton

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Pat Willis
Headteacher	Simon Botten
Date of previous school inspection	12 December 2006
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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 and pupils. They looked at school documentation, including the strategic development plan, recent monitoring reports, safeguarding procedures and pupils' books. Inspectors analysed 62 responses to the parents' questionnaire.

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

- how well teaching promotes good progress for all groups of pupils in each year group, especially those who are more able
- the use of targets in lessons to promote higher standards, including marking and pupils' own assessment of how well they are doing
- how well leaders have successfully promoted improvement through monitoring, particularly the quality of teaching and learning
- what has been done since the last inspection to improve pupils' writing.

Information about the school

This is a slightly smaller than average primary school which draws its pupils from the local community. Most pupils are of White British origin. There is a growing minority of other ethnic groups, the largest of which are of White and Black Caribbean ethnicity. The proportion of pupils with special educational needs and/or disabilities is broadly average, covering a broad spectrum of need, mainly with communication and language difficulties. The school has very spacious outdoor areas. It is sited on a campus with three other schools. The Early Years Foundation Stage is taught in a separate Reception classroom linked to an outside area. The school is currently oversubscribed.

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

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. Standards are broadly average and improving. Over the past two years, the school has been on a journey of rapid improvement, particularly in the quality of teaching and pupils' behaviour and attitudes to learning. Pupils' are now achieving well. The headteacher has provided confident and robust leadership, which has successfully encouraged staff to have high aspirations for themselves and their pupils. Outstanding monitoring and evaluation of teaching and learning has given the teachers high quality information about what they need to do to improve. Teachers have responded well to this and as a result, most teaching is now good or better.

This is strengthening pupils' progress and gaps in achievement between different groups of pupils are narrowing. The school is well placed to improve even further.

There has been good improvement since the last inspection in all of the key development areas identified. The performance of individual and different groups of pupils is now carefully tracked to ensure they do not fall behind and this information is used well in lessons. Changes to the curriculum to improve writing are well embedded and the pupils are now doing better. For example, pupils write accounts as reporters from a study of flooding in a geography lesson. The use of targets both in lessons and through marking is now good. As a result, pupils are clear about what they need to do to improve their work. They regularly discuss their work and make changes to improve it. The school's strategic plan is clearly written from a recent and thorough analysis of strengths and weaknesses. Leaders have rightly identified that the level of challenge in lessons for more able pupils is occasionally not strong enough and the use of information and communication technology (ICT) not yet used widely or consistently enough. This is limiting opportunities for pupils to learn independently.

The good start that children make in the Early Years Foundation Stage is reflected in how well they have settled. They confidently make choices and decisions for themselves about their learning in the well resourced classroom and outdoor area.

Most pupils behave well in and around the school, have very positive attitudes to learning and focus well on their work. They have a good understanding of how to keep safe and lead healthy lives. However, there is a very small minority who find it difficult to maintain their concentration in lessons. Teaching assistants are often deployed well to provide additional support and guidance for these pupils and this helps them to keep them on task and learn as well as other pupils. The school is a cohesive community. Pupils' good social development is shown in their confident, friendly manner, cooperative working and in the way that many older pupils support and help younger ones. However, the pupils say there are a few pupils who do not behave well enough and

'name calling' by a very small number or the use of inappropriate language occasionally causes upsets. All the pupils spoken to say that when this happens it is dealt with firmly and fairly by adults. The pupils have a satisfactory understanding of others from different ethnic backgrounds and this reflects the school's limited success in promoting stronger links in the wider community.

Governors have a visible presence around the school and have provided unwavering support to the headteacher and a strong level of challenge through monitoring to satisfy themselves that improvement is being driven through.

What does the school need to do to improve further?

- Improve attainment, particularly of more able pupils by:
 - strengthening the challenge and complexity of the work given to these pupils
 - widening opportunities for independent study through the use of ICT to extend learning.
- Develop links within the community and further afield to improve pupils' understanding of people from different cultures and backgrounds.

Outcomes for individuals and groups of pupils

2

The school's tracking information over the past two years shows rapid improvement in the progress being made by most pupils. This picture was confirmed by looking at the pupils' work and through observing lessons. Most learners, including those with learning difficulties and/or disabilities, and those from different ethnic groups, are making good progress. This is improving standards. In the current Years 2, 4 and 5 for example, pupils are on track to reach above average standards. Nearly all pupils work well independently, and show good concentration and perseverance. In Year 1, exceptionally clear explanations and demonstrations by the teacher helped pupils to make good gains in their understanding of letters and sounds.

The Year 6 assessment results since the previous inspection show that standards are broadly average in English mathematics and science. In Year 2, assessment results show that standards have improved steadily. The 2009 performance information provided by the school for Year 6 shows lower standards. However, this was an unusually small year group with a high proportion of pupils with special educational needs and/or disabilities, including pupils with greater needs. In Year 2, standards in writing in 2009 were considerably higher than in 2008. In both Year 2 and Year 6, the results show that there are not enough pupils working at the higher levels and this is the main reason that standards are not higher. Pupils say that they are well behaved and that not many of them are 'naughty'. Older pupils think that they are given plenty of responsibility to contribute to school life. For example, they are proud that they look after and help Reception children. They are building resilience. They say for example that 'we don't back away from things or moan about things we have to do'. There is a broad agreement that any bullying is dealt with and stopped by adults and as a result

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

they do not think this is a problem. They know a lot about keeping fit and have a good awareness of being safe on the roads. Their enjoyment of school is reflected in the comments they make about their lessons which they say are usually fun. They play happily together at playtimes, and display a well developed understanding of right and wrong. Most express their views and opinions with great confidence and maturity. Their good work habits and independence in their learning prepares them well for the future. In a lively assembly on always trying your best, most pupils responded appropriately when given time to reflect and joined in when saying the school prayer. Pupils' spiritual and cultural understanding need further development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching and learning are good because lessons are well planned to meet pupils' needs. Teachers have good subject knowledge and during lessons learning is regularly checked. They make learning interesting through practical activities. Good examples of this include finding the properties of shapes in mathematics and testing parachutes in science. Marking is consistently good, providing 'green' comments to commend good

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

work and 'pink to think' to set further challenges. Pupils have regular opportunities to discuss how well they are doing and respond to the teachers' written comments. There are occasions, however, when the pace of learning slows, especially for the more able pupils, because activities do not move on quickly enough.

The targeted support and guidance for vulnerable pupils is based on a good understanding of their needs. They are cared for well. Learning takes place in a secure climate where pupils feel confident to make mistakes. Good links with the other schools on the campus has enabled agreement about policy and procedures to promote better attendance. This is improving pupils' chances to learn.

The school is in the process of reshaping the curriculum. There is good enrichment from a wide range of activities with good use of the school grounds to grow vegetables and promote environmental aspects of the curriculum. There are a good range of trips and visits, and clubs at lunchtime and after school. The pupils say they enjoyed the different activities in the recent 'cultures week'. A range of strategies to improve writing are now established such as widening opportunities to write in different subjects and encouraging descriptive writing through the use of word walls. ICT is used satisfactorily to support learning. Opportunities for reflection and worship are improving through the adoption of a new scheme and these are beginning to make a difference to pupils' spiritual development.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher is supported well by other staff and there is a strong team spirit. The teaching staff have high expectations of themselves, evaluating how well they are doing from the learning that takes place in their classrooms. The school is a calm and orderly community. Safeguarding policies and child protection procedures are clear and effective, meeting the current government requirements. The school works well with parents and many comment positively about the changes that have been made.

Resources are used well to promote learning. Provision to secure equal opportunities for all pupils is good, with increasing numbers of pupils on track to meet their individual targets. Governors know how well the school is doing because they receive good quality reports from the headteacher which include up to date pupils' progress information. This, together with their visits to lessons, gives them the confidence to challenge leaders about the success of changes being made. The plan to promote community cohesion is

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

detailed and based on a clear evaluation of the school's local context. Leaders have a key target for the coming year to improve spiritual and cultural provision. Improvements made so far include the introduction of daily reflection and areas set aside in classrooms for the pupils to think about their own and other peoples' lives. Improvements have been made to the curriculum with the introduction of a 'cultures week', and staff have been trained to help them ensure that planning reflects the background of the pupils in the school.

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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children achieve well in the Reception. They come to school with skills that are generally in line with expectations for their age. However, their literacy and calculation skills are below those expected. Children enjoy playing with a wide range of high quality resources. They use their initiative and confidently choose activities inside the classroom and out of doors. They show a good understanding about keeping safe and being healthy. For example, they know about washing their hands, and that exercise causes their hearts to beat faster. The children behave well and are tolerant of each other.

Adults have a good knowledge and understanding about how to promote the children's learning and development. They provide a safe and secure learning environment in which the welfare of the children is given a high priority. Planning is good, using both the inside and outdoor areas. Teaching assistants keep careful records of observations so that future activities can be matched to the children's needs. Relationships are positive; the children interact confidently with the adults who look after them.

Parents comment positively about the progress their children are making. There has been recent improvement in the outdoor area and planning for further development is based on an evaluation of the children's needs. Opportunities for the children to develop their writing and calculation skills are currently too limited, particularly in the outdoor area.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The school has a positive relationship with most parents and carers. Communication between parents and the school is regular, and school surveys have shown high levels of satisfaction. The inspection survey outcomes are not quite as positive. However, there are several comments written by parents highly commending the work of the school, the headteacher and how provision is improving. A few parents raise some concerns about bullying and how it is dealt with. However, the questionnaires completed by the pupils and discussions with individual and groups of pupils during the inspection, found that incidents are being followed up and dealt with. Parents feel that their children enjoy school, that the school keeps their children safe and that they are helped to lead healthy lifestyles. Parents spoken to during the inspection commented positively about how well their children had settled into the Reception class.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ Church Hanham 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	47	29	47	3	5	0	0
The school keeps my child safe	39	63	22	36	1	2	0	0
The school informs me about my child's progress	18	29	41	66	3	5	0	0
My child is making enough progress at this school	23	37	33	53	3	5	2	3
The teaching is good at this school	28	45	31	50	3	5	0	0
The school helps me to support my child's learning	22	36	36	58	3	5	1	2
The school helps my child to have a healthy lifestyle	30	48	30	48	1	2	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)	19	31	39	63	4	7	0	0
The school meets my child's particular needs	25	40	32	52	3	5	1	2
The school deals effectively with unacceptable behaviour	18	29	38	61	3	5	3	5
The school takes account of my suggestions and concerns	18	29	36	58	6	10	0	0
The school is led and managed effectively	29	47	29	47	4	7	0	0
Overall, I am happy with my child's experience at this school	35	57	24	39	3	5	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">■ 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.



15 October 2009

Dear Children

Inspection of Christ Church Hanham Church of England Primary School, Bristol, BS15 3LA

Thank you for the very warm welcome you gave us when we visited your school. We enjoyed talking with you and were very impressed with your friendliness and how confidently you expressed your opinions. The valuable information you gave us was a great help. You go to a good school. Adults in the school care for you well. Teaching is good and helps you to learn and achieve well. We were impressed by the very positive attitudes that most of you have to learning. Your behaviour is good and you attend well.

This is what we found:

- You get off to a good start in Reception.
- Your headteacher and other leaders are working very hard to make sure you get the best education possible.
- Your teachers have worked together and made many changes which have helped you to improve your learning and behaviour a lot.
- Most of you behave well but there are a very small number who cause some upsets. You are confident that adults deal with this well.
- Your teachers provide you with interesting and challenging activities to help you to learn. Other adults support your learning well.
- You have told us that you enjoy school a lot and we agree that you have a good range of learning activities and experiences in school.
- Your teachers have introduced changes which have helped you to improve your writing. These are making a difference in the standards of your work.

We have asked your headteacher and the other adults to do two things:

- Make sure all of the work you are given enables you to do as well as you can, particularly by giving you more chances to use computers to learn on your own.
- Develop your understanding of people from different cultures and backgrounds by strengthening links with the community outside of the school.

You can help your school to improve even further by continuing to always do your best.

Yours faithfully

Peter Clifton

Lead Inspector

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