

Christ Church Church of England Controlled Primary School

Inspection report

Unique Reference Number	126303
Local Authority	Wiltshire
Inspection number	340955
Inspection dates	9–10 June 2010
Reporting inspector	Anthony Shield

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	401
Appropriate authority	The governing body
Chair	Christopher Wiltshire
Headteacher	Neil Baker
Date of previous school inspection	22 May 2007
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Introduction

This inspection was carried out by four additional inspectors. They visited 21 lessons or parts of lessons, and 20 teachers were observed. Inspectors held meetings with governors, members of staff and pupils. They also spoke to a few parents at the school gate, observed the school's work and looked at a range of school documentation, including the self-evaluation form, safeguarding and other policy documents, the school development plan and records of pupils' progress. In reaching their judgements, they took into account the views of 135 parents and carers, in addition to those of pupils and staff, expressed in questionnaires.

Inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- the impact of measures to improve writing, particularly for more-able pupils
- the extent to which leadership and management throughout the school have ensured consistent improvements in pupils' outcomes
- the extent to which teaching challenges all pupils, including the most able.

Information about the school

This school is larger than most primary schools. Most pupils are from a White British background, with a small number from other ethnic heritages. The proportion of pupils known to be eligible for free school meals is below average. The proportion of those with special educational needs and/or disabilities is broadly average; these pupils have a range of needs, including specific learning difficulties, emotional and behavioural difficulties, speech and communication difficulties and autism. The school provides for children in the Early Years Foundation Stage in its Foundation Stage classes. It has received a number of awards in recognition of its work in promoting the arts, healthy lifestyles and ecological awareness.

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

1

Main findings

Christ Church is a good school with a number of significant strengths. Above-average levels of attainment in English, mathematics and science have been sustained. Improvements are based on detailed and accurate self-evaluation which is in turn informed by a comprehensive analysis of performance data and careful monitoring. This provides an excellent capacity and springboard for continuing improvement.

There are a number of key strengths and areas for further improvement.

- Attainment in English, mathematics and science has been consistently above average in recent years, although writing remains a relatively weaker area. Given their starting points, all pupils make good progress, including the more able.
- Children get off to an excellent start in the Foundation Stage classes. They settle quickly to become happy and successful learners.
- Pupils behave well and their mature and hard working attitudes make a strong contribution to the progress they make. More than anything, pupils enjoy learning because of the exciting and thematically planned curriculum.
- The school's meticulous attention to pupils' care, guidance and support and to their safeguarding ensures pupils feel exceptionally safe and learn confidently within a climate of respect.
- Pupils have an excellent awareness of how to eat and live a healthy lifestyle. They take part enthusiastically in sports, dance activities and 'huff and puff'.
- Music and the arts generally are strengths. The singing of the choir is joyous and some striking artwork adorns the walls.
- In lessons, teachers create a purposeful working atmosphere. Much teaching is good and even outstanding, but not all. Smoothing out the uneven quality of teaching is a key priority. Pupils' progress is more limited when teachers do not use assessment to set work at the right level for individual pupils, when pupils are not informed how well they are doing, and when pupils' personal targets are not adapted to help pupils understand how to move on.
- Pupils are taught to work together and develop very good teamwork skills. Alongside the confident way in which they apply their good basic skills in different contexts, this ensures that they are exceptionally well prepared for their futures.
- The headteacher leads with skill and determination. His vision is clear and, together with his deputy headteacher, he inspires the confidence of both staff and parents. Governors are knowledgeable and committed partners in the school's management.

Most parents and carers are extremely pleased with the school, and an overwhelming majority say they are happy with their child's experience there. Typical of a number of comments made to inspectors was, 'The school has helped my children hugely to

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develop intellectually, socially, creatively and emotionally. I cannot imagine how any primary school could have provided a better environment for our children.'

What does the school need to do to improve further?

- Raise the quality of all teaching to that of the best by:
 - making better use of information about how well pupils are doing to tailor tasks in lessons to meet the needs of individual pupils
 - ensuring pupils know how well they are doing and what they need to do next to improve
 - making sharper use of pupils' personal learning targets
 - sharing good practice more widely.

Outcomes for individuals and groups of pupils**2**

Most pupils say they learn a lot in lessons, and they clearly enjoy school. Their progress is improving all the time, particularly in writing which has been a recent priority for improvement. The school has worked successfully to ensure that some more-able pupils who fell behind in their writing are now back on track, while acknowledging that there is still more to be done to bring the level of pupils' skills in writing up to those in mathematics. Nevertheless most pupils make good progress. In an outstanding Year 5 literacy lesson, pupils made considerable progress in analysing the characters and their relationships in the book they were reading, not least because of their good behaviour and positive attitudes; they were able to articulate their ideas, make deductions and think deeply about the book. Both boys and girls make good progress and pupils with special educational needs and/or disabilities also make good progress because of the well-targeted intervention programmes and support from teaching assistants.

The school is a happy and harmonious community. Many examples of kind and thoughtful behaviour were witnessed and pupils are excellent ambassadors for the school. Although there are a small number of pupils with challenging behaviour, this is managed well both in lessons and around the school site. Pupils take their responsibilities seriously, whether as sports leaders organising activities at lunch time, or in class and school councils. They are less involved in making decisions about their own learning. Pupils' spiritual, moral, social and cultural development is good. Close links with the church promote Christian values and pupils are tolerant and understanding of others.

These are the grades for pupils' outcomes

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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The school's care, guidance and support of pupils are outstanding. Extensive partnerships with external agencies and parents and carers ensure that all pupils, especially the most vulnerable, are well looked after. Parents commented warmly on the quality of transition and induction arrangements. As one said: 'The transition from Nursery to school was excellent ' so much information and preparation.' The needs of pupils with special educational needs and/or disabilities are also very well met because of the welcoming learning environment, caring relationships and sharply targeted support.

The curriculum offers pupils exciting and memorable experiences. During the inspection, a multicultural theme linked learning across different countries so that pupils learnt the relevance of their skills, while gaining an awareness of societies beyond the United Kingdom. Visits, visitors and clubs enrich pupils' experience and often provide the stimulus for a practical approach to learning. The visit of a dance teacher during the inspection reflects the school's strong commitment to the arts. The school has rightly acknowledged that there is more to be done to provide consistently high-quality experiences for the most-able pupils.

Much teaching is good and characterised by well-managed learning and activities which motivate pupils and keep their interest and imagination. In the most effective lessons expectations are high and tasks encourage pupils to think for themselves. Teachers use questions to probe for understanding and prompt all pupils, including the most able, to think more carefully. However, not all teaching is of this quality. Too many pupils say they do not know how well they doing at school, and this is because of the inconsistent

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way in which teachers feed back to pupils on their progress. The effectiveness with which teachers set pupils their personal learning targets and adjust them to take into account how well each pupil is progressing is also uneven.

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	1

How effective are leadership and management?

The school's ambition is clearly articulated by the headteacher and governors, and a sense of vision and purpose is evident throughout the school's leadership and management. The increasingly sophisticated analysis of pupils' performance data is enabling leaders to identify potential underachievement and set challenging targets as well as providing a secure foundation for realistic self-evaluation. In addition, the school's strong commitment to inclusion and removing barriers to achievement is reflected in the attention given to individual needs and the urgency with which the school responds to any identified underachievement. The school monitors the progress of individual pupils carefully, and a focused analysis gives class teachers the information they need to move pupils' learning forward and provide support and intervention if needed.

The school has a very good understanding of the values of its local community and its curriculum does much to promote an understanding of the wider national and international community, but there has been no formal audit or evaluation of the impact of the school's work in this area. All staff are making a good contribution to school improvement through their curriculum teams. Governors provide helpful insights and have made a significant contribution to sharpening the school's improvement planning. They are knowledgeable and dedicated partners in the school's leadership. The school is painstaking in its approach to safeguarding and its policies and procedures are exemplary, ensuring all pupils are safe and well looked after and that any discrimination is rigorously tackled. Parents and carers are regarded as key partners in their child's education, and the school works successfully to keep them involved.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	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 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
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children are exceptionally happy and safe in the Early Years Foundation Stage. They enter with knowledge and skills which are broadly in line with age-related expectations, although they are a little below these in their writing skills. All children make good, and in some areas outstanding, progress, so that by the time they enter Year 1, they are ready for a more formal approach to learning. Provision is very well managed and a range of exciting and stimulating activities is offered. Children particularly enjoyed developing their language skills during role play about 'Jack and the Beanstalk', spontaneously bursting into song on several occasions. Relationships between adults and children are very good and adults are skilled at knowing when to intervene and when to let children find out for themselves. While the outdoor area is too small for the number of children using it, limiting the range of experiences, good use is nevertheless made of it. Children's progress is carefully tracked and individuals are constantly assessed and moved on to the next stage. The Early Years Foundation Stage is exceptionally well led. The leader has a perceptive understanding of the provision's strengths and is proactive in developing it further.

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

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

Responses were received from 135 parents and carers. Those responding were highly appreciative of all that the school does for their children. A large majority believe that their children are happy, safe and doing well at school. Many parents and carers who added comments said how much they appreciated the way teachers built their child's confidence and personal qualities alongside their academic progress. There were very few negative comments, and these were not borne out by the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ Cchurch C of E 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 13 statements about the school.

The inspection team received 135 completed questionnaires by the end of the on-site inspection. In total, there are 406 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	91	67	42	31	1	1	0	0
The school keeps my child safe	97	72	35	26	1	1	0	0
The school informs me about my child's progress	52	39	73	54	7	5	2	1
My child is making enough progress at this school	55	41	71	53	5	4	1	1
The teaching is good at this school	85	63	45	33	0	0	1	1
The school helps me to support my child's learning	75	56	56	41	3	2	0	0
The school helps my child to have a healthy lifestyle	64	47	67	50	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)	74	55	56	41	1	1	0	0
The school meets my child's particular needs	67	50	62	46	2	1	2	1
The school deals effectively with unacceptable behaviour	55	41	75	56	2	1	0	0
The school takes account of my suggestions and concerns	62	46	62	46	5	4	1	1
The school is led and managed effectively	88	65	44	33	1	1	0	0
Overall, I am happy with my child's experience at this school	88	65	44	33	1	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



11 June 2010

Dear Pupils

Inspection of Christ Church C of E Primary School, Bradford on Avon, BA15 1ST

I am writing to thank you for being so welcoming when we recently visited your school. We enjoyed talking to you and listening to everything you had to say about your school. Christ Church is a good school and you are justifiably proud to attend it. Here are some of the main findings from the report.

- ? You clearly enjoy coming to school and working hard in lessons; your good attitudes and behaviour make a big difference to the good progress you make. As a result you do well in English, mathematics and science. We also saw some high attainment in art and music.
- When you join in the Foundation Stage classes, you settle quickly and get off to an excellent start.
- The school takes exceptionally good care of you and this helps you to feel safe and happy.
- Your enthusiastic participation in sports and games, and careful choice of food to eat, show how much you understand the importance of a healthy lifestyle.
- While most teaching is good, sometimes teachers do not use information about how well you are doing to set you work which suits your ability, or keep you informed about your progress and set targets which are helpful. If you don't know what to do to improve your work, you must ask the teacher!
- The governors, the headteacher and all the staff are working successfully to make the school even better.

Thank you once again for your help during our visit, and best wishes for your work in the future!

Yours sincerely

Tony Shield

Lead inspector

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