

Christ Church Church of England Primary School

Baker Street, Weston-super-Mare, BS23 3AF

Inspection dates

19–20 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides clear direction and is tenacious and determined in his approach to drive improvement. As a result, the achievement of pupils in reading, writing and mathematics is good.
- From often low or very low starting points pupils make good progress in learning. They leave school having reached average standards in mathematics and English.
- Teaching is good throughout the school and continues to improve. Stimulating and carefully planned lessons provide well for the learning needs of all pupils.
- Pupils' progress is carefully checked and when underperformance is identified it is addressed quickly and effectively.
- Behaviour is good in lessons and around the school. Pupils say they feel very safe at all times and enjoy school.
- Pupils of all abilities, including disabled pupils and those who have special educational needs, make good progress in learning.
- A range of subjects is carefully planned to provide pupils with stimulating and challenging learning experiences. It effectively promotes pupils' spiritual, moral, social and cultural development.
- Leaders at all levels, including the governing body, work together with a shared sense of purpose and vision which is based on their accurate understanding of the school's strengths and areas for improvement.

It is not yet an outstanding school because

- The marking of pupils' written work does not always make clear what pupils need to do to improve their work in order to achieve the higher levels.
- Teachers' expectations of what the most-able pupils might achieve are too variable. Consequently, they do not always make the rapid progress of which they are capable.

Information about this inspection

- Inspectors observed teaching and learning in 14 lessons. They also made a series of shorter visits to lessons.
- Meetings were held with the headteacher, three representatives from the governing body, senior and middle leaders, teaching assistants and pupils. The lead inspector held a telephone conversation with a local authority representative and inspectors spoke informally with a small number of parents and carers when they were bringing their children to school.
- Inspectors looked at the school's plans for improvement, information on pupils' progress, teachers' lesson plans, the headteacher's monitoring information, school records and policies. Inspectors heard pupils read and looked closely at their work in class.
- Inspectors looked in detail at the content and quality of pupils' written work, the effectiveness of marking by adults to promote pupils' learning and how well pupils responded to the marking of their work.
- Inspectors took account of the 34 responses to Ofsted's online questionnaire, Parent View.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

David Edwards, Lead inspector

Her Majesty's Inspector

Rowena Onions

Additional Inspector

Full report

Information about this school

- The school is a smaller-than-average-sized primary school.
- Most pupils are of White British heritage. The proportion of pupils from minority ethnic groups is broadly in line with the national average.
- Pupils are taught in a single-age year group.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care, those from service families and pupils known to be eligible for free school meals, is above the national average.
- The proportion of pupils who are disabled or have special educational needs and are supported through school action is below the national average. The proportion supported at school action plus or through a statement of special educational needs is above the national average.

What does the school need to do to improve further?

- Ensure the guidance teachers and other adults provide through the marking of pupils' work makes clear what pupils need to do to improve their work in order to achieve the higher levels.
- Raise teachers' expectations so that they regularly provide challenging activities that deepen the understanding of all pupils, especially the most able.

Inspection judgements

The achievement of pupils is good

- The majority of children begin school displaying aptitudes and skills that are below those expected for their age. The school's careful identification of the learning needs of each child ensures that pupils throughout Key Stage 1 develop positive attitudes to learning and make good progress. By the time pupils complete Year 2, their standards in reading, writing and mathematics are in line with the national average, which means their achievement is good.
- Lesson observations and evidence seen in older pupils' books show they sustain good progress in reading, writing and mathematics. Although outcomes for Key Stage 2 pupils in the past have been variable, standards have risen steadily year-on-year and are now securely in line with the national average.
- There are no significant differences in the progress made by pupils from different ethnic groups, those entitled to additional support through pupil premium funding, disabled pupils and those who have special educational needs. This is due to the high-quality support these pupils have received, especially in developing their reading and writing skills. Indeed, the additional funding is enabling more of these pupils to make good progress and demonstrate standards in reading and writing that rose above the national average in 2013.
- The progress of the most-able pupils is more variable. Although they too demonstrate standards that are at least in line with the national average, they are not always provided with sufficient challenge in lessons to achieve the higher standards they are capable of demonstrating.
- Pupils' achievement in reading is becoming a strength throughout the school. This is because all adults have received training and are highly skilled to teach phonics (the sounds letters make). They take every opportunity to provide pupils with activities that promote their confidence, accuracy and enjoyment in reading. Consequently, pupils are able to use a range of methods, including phonics, to work out unfamiliar words. Pupils' improved skills in speaking, listening and reading means they are also developing the confidence to write for a variety of reasons and purposes across a wide range of subjects.
- Pupils' progress in developing their mathematical knowledge and understanding has improved in the past two years so that their achievement in mathematics by the end of Key Stage 2 is now also good. This is because leaders have worked determinedly to address weak teaching and strengthen teachers' specialist subject knowledge. This, along with well-planned lessons and effective personalised support for pupils in danger of underperforming, means that most pupils are now on track to attain in line with the national average by the end of Key Stage 2.
- The raised focus on pupils' learning and their improved outcomes means the school is successfully promoting equality of opportunity.

The quality of teaching is good

- Teaching is typically good with some examples of outstanding teaching. Teachers' secure subject knowledge and careful planning of lessons leads to well-paced and accurate learning with good levels of engagement among pupils. For example, in a session to develop children's reading skills, they made outstanding progress because adults skilfully took account of children's previous learning to ensure they were given tasks that were well matched to their understanding of letter sounds. The very clear links made with reading and developing children's writing skills ensured all groups of children made excellent progress throughout the lesson.
- The school knows its pupils very well. The detailed checks carried out by the senior leaders on how well pupils are progressing, especially in developing their skills in reading, writing and mathematics, ensure teachers know what each pupil needs to do to make consistently good progress. Teachers plan their lessons very carefully so that pupils experience interesting lessons that are stimulating and meet the learning needs of most pupils well.
- Teaching assistants provide strong support for individual pupils and groups. Their commitment, expertise and effective use of questions to promote pupils' understanding is a significant reason

why pupils of all abilities make good progress.

- Teachers deploy teaching assistants very effectively and keep them very well informed of what pupils need to experience and learn in each lesson. In the best examples, adults respond quickly to pupils in lessons and adapt their teaching or support so that pupils make the best progress possible. For example, in a Year 2 English lesson, the teacher picked up on the most-able pupils' emerging understanding and use of similes even though this was not originally planned. Using humour to engage the whole class, the teacher encouraged pupils to practise using similes with each other and, as a result, all pupils were able to make very good progress in developing their language skills.
- Where teaching is not as strong, teachers' expectations of what the most-able pupils can achieve vary and are not always made clear enough. There is sometimes a lack of clarity in what teachers expect from their most-able pupils and the work they set for them does not challenge them sufficiently. It does not allow the most-able pupils to effectively demonstrate their ability to think creatively and solve problems.
- The marking of pupils' work is carried out regularly and supports most pupils' learning well. Some teachers use a range of strategies to give good-quality feedback. As pupils progress through the school, they are encouraged increasingly to take more responsibility for their learning by reflecting on the progress they make in lessons. Pupils who spoke to inspectors were keen to explain how drawing a 'stretchy man' symbol at the end of a piece of work was an effective way for them to indicate how they felt about their work. Inspectors agree this strategy is helping pupils to reflect on their learning and measure their progress.
- Inspectors found effective marking strategies are not yet consistently applied throughout the school. In particular, the written 'next steps' frequently provided by teachers sometimes lack focus and therefore do not give clear enough direction on how pupils might improve their work to achieve higher levels.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They show respect towards one another and adults. The school's behaviour logs are maintained in detail and confirm that, overall, pupils' behaviour and respect for others are good.
- The school's work to keep pupils safe and secure is outstanding. Although space for pupils to work and play out of doors is very limited, leaders have planned very carefully to use all available space. All adults manage the movement of pupils around the school well. Meal-time supervisors and learning mentors are experienced and well trained. They provide pupils with a wide range of play equipment to use at break times which also make a positive contribution to pupils' typically good behaviour at these times.
- Most pupils demonstrate good attitudes to learning and pay good attention to their teachers in lessons. Pupils are encouraged to make sensible choices. For example, teachers explain the potential risks of using the internet. Pupils who spoke to inspectors said they enjoy school and feel safe at all times. Inspectors found pupils have a mature approach to the use of the internet and say they know how to keep safe because of the training they have received on e-safety.
- All staff work very closely with one another, as well as with external partners and other agencies, to ensure any barriers that might inhibit pupils' learning and progress are swiftly and successfully addressed. Particularly good care is provided for the few pupils who have specific behaviour difficulties. Evidence from the school's monitoring of these vulnerable pupils shows the support they are receiving is having a positive impact on their academic achievement as well as improving their behaviour.
- The school is using its comprehensive knowledge of pupils' personal circumstances to improve pupils' attendance, which has been below the national average in recent years. Senior leaders do not shirk from tackling the issue surrounding some pupils' poor attendance. They rigorously monitor patterns in pupils' absence and, where necessary, draw on the expertise of outside agencies to enforce the law as well as support pupils and their families whose circumstances

make them potentially vulnerable.

- The pastoral support provided for pupils is very well managed and delivered. Consequently, this is having a positive impact on pupils' good attitudes to learning as well as providing an excellent service to the school community. Leaders use the well-established system for monitoring pupils' learning very effectively to identify and support pupils and their families who are new to the school.

The leadership and management are good

- The headteacher's vision for excellence has been successfully shared throughout the school and embraced by all staff. There is a strong sense of purpose and shared ownership for all who work within the school. 'Everyone has a voice' was a comment made by one member of staff that summed up the views of the majority.
- The headteacher has strengthened the leadership of the school and gathered around him a team of highly committed professionals. With the full support of the governing body, he communicates high expectations and ambition to make the school as good as it can be for all pupils.
- Self-evaluation is thorough and accurate. The school's actions for improvement are carefully planned, concerted and effective. Senior leaders know the school and its pupils very well, and are very responsive to their needs.
- Detailed and well-established systems are set in place to monitor pupils' learning and to provide support for pupils and their families. The information the school acquires on each pupil is linked very well with what the school knows about teaching and learning so that pupils make good progress across the school and any gaps in the achievement of different groups of pupils are successfully closing.
- The impact of a relatively new leadership team can be seen in the success of their work to improve the learning outcomes for all pupils, especially the most vulnerable. The impact of this work is also evident in the raised confidence of staff and the calm learning atmosphere that is typical in lessons throughout the school.
- The system for managing the performance of teachers is used well by the headteacher and governors so that the quality of teaching and the progress pupils are making is clearly linked to salary progression. For example, a programme to support the professional development of those identified as 'middle leaders' has been successfully implemented so leaders at all levels now have a clear understanding of what they need to do to help bring about school improvements.
- The spiritual, moral, social and cultural development of pupils is good. Assemblies provide pupils with regular opportunities to reflect; for example, in an assembly about the Easter story, pupils were able to think about what it means to be 'tempted'. Colourful displays around the school also remind pupils about the school's Christian values.
- Since the previous inspection, the school has provided pupils with greater first-hand opportunities to learn about different cultures in Britain. It has become increasingly responsive to the diverse and changing needs of its local community. All leaders ensure that context is not a barrier to excellence in this school. The school's success in addressing areas for improvement identified at the time of the previous inspection means the school is well placed to improve even further.
- Additional funding to develop pupils' participation in physical education (PE) is carefully planned and used to provide pupils with increasing opportunities to participate in a range of competitive sporting activities such as the 'Super Stars' tournaments and additional swimming lessons.
- The local authority provides good support and challenge through the termly checks it carries out on the achievement of pupils. Leaders say they value the expertise provided by the local authority and especially in helping to improve the quality of teaching and leadership within the school. Through the expertise offered by senior officers in evaluating the quality of teaching in the school, governors have benefited from a range of training opportunities that have helped

them to develop their skills and confidence to hold the school more effectively to account. Teachers and support staff have also benefited from opportunities to work alongside other colleagues and take part in training and development opportunities organised with other local schools.

■ **The governance of the school:**

- The governing body ensures the school is welcoming and inclusive to pupils with a wide range of needs and abilities. Governors are proud of their school's Christian heritage, its vision for excellence and commitment to work closely with families within the community. They ensure the school's Christian ethos and values are promoted effectively at all times.
- Good communications established with the headteacher and senior leaders ensure governors are kept well informed about the school. They visit the school regularly and do not just rely on the detailed reports they receive from the headteacher. They have secured stable leadership as well as good teaching and learning in the school.
- Governors acknowledge the improved systems to monitor and evaluate the work of the school have meant they are much better informed about the work of the school, including the management of teachers' performance. They are now using this information to challenge the school more robustly and set targets for further improvement.
- Resources for the most vulnerable pupils identified through the pupil premium and additional funding for sporting activities have been deployed appropriately. Governors have ensured the school's website makes clear to all how these resources are being used.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109219
Local authority	North Somerset
Inspection number	433134

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

Type of school	All-through
School category	Academy alternative provision converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Anne Davey
Headteacher	Clive Wilson
Date of previous school inspection	March 2009
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