

# Christ Church Hanham

## Church of England Primary School

Memorial Road, Hanham, Bristol, BS15 3LA

**Inspection dates** 4–5 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- From starting points which are often below those typical for their age, pupils make good progress across the school. Current Year 6 pupils are attaining at higher levels this year.
- Teaching is good because teachers plan tasks which match the needs of all the pupils, and use their subject knowledge to question pupils effectively to make sure they understand, and to develop their ideas.
- Phonics (linking letters and sounds) is taught well and pupils develop strong reading skills as they move through the school.
- Pupils' behaviour and attitudes to learning are good. The pupils work well together, helping each other during group work, which benefits their learning.
- There are good arrangements for keeping pupils safe and secure. As a result, pupils feel well looked after.
- The school is well led and managed; the senior leaders have clear systems in place to check pupils' progress, which has secured improvement.
- The governing body is much more effective now than in the previous inspection. The governors support and challenge leaders well to ensure continued improvement.

#### It is not yet an outstanding school because

- Pupils' achievement in writing is not as strong as it is in reading and mathematics. This is partly because pupils do not have sufficient opportunities to write at length.
- Occasionally, activities from the beginning of lessons are not hard enough for all groups of pupils to ensure they make more rapid progress.

## Information about this inspection

- Inspectors observed 15 lessons or part lessons, four of which were joint observations with school leaders.
- The inspectors held meetings with staff, including the senior and middle leaders.
- Meetings were held with pupils from Year 2 to Year 6. Inspectors also spoke to pupils during lessons and at break times.
- Inspectors took into consideration 12 responses to the staff questionnaires, the 52 responses from parents to the online questionnaire (Parent View) and views of parents the inspectors spoke to in the morning before school.
- Discussions were held with members of the governing body and a representative from the local authority.
- A range of documents was examined, including the school’s data on pupil progress, school self-evaluation, safeguarding policies and procedures, and records related to behaviour and attendance.

## Inspection team

Shahnaz Maqsood, Lead inspector

Additional Inspector

David Shears

Additional Inspector

## Full report

### Information about this school

- Christchurch Hanham is larger than the average primary school.
- Most of the pupils are from White British backgrounds. A few pupils are from a range of ethnic backgrounds, with the biggest group being of Black Caribbean heritage.
- The proportion of pupils who speak English as an additional language is much lower than the national average.
- The proportion of pupils supported by pupil premium (additional funding provided by the government to pupils who are known to be eligible for free school meals, those with a parent in the armed forces or looked after by the local authority) is currently below the national average.
- The proportion of disabled pupils and those with special educational needs supported by school action is broadly average. The proportion of these pupils supported at school action plus or with a statement of special educational needs is also average.
- The school manages a breakfast club.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching from good to outstanding by ensuring that all teachers set hard enough work for all groups of pupils, right from the beginning of lessons to help them to make rapid progress.
- Raise achievement in writing to the same levels as reading and mathematics by ensuring that pupils are given more opportunities to write at length.

## Inspection judgements

### The achievement of pupils

is good

- Achievement is good because pupils make good progress from their starting points. They make a good start in the Early Years Foundation Stage and good progress across Key Stages 1 and 2. By the end of Year 6, pupils reach above average standards in reading, writing and mathematics.
- Children join the Early Years Foundation Stage with skills and understanding which are below those expected for their age. They make good progress in the Reception class because teachers organise activities which interest children and help them to learn well. For example, during a lesson with the theme of healthy living, a small group of children put together a skeleton and learned to write words such as 'rib' and 'skull'.
- Pupils' attainment at the end of Key Stage 2 was above the national average in 2011 and 2012, but dipped in 2013 to slightly below. This group had a number of pupils with complex needs who did not take the Year 6 tests in English and mathematics, which accounted for the decline.
- Current Year 6 data and pupils' books indicate that attainment standards are rising in reading, writing and mathematics to their previously higher levels.
- Pupils' progress in reading and mathematics is stronger than in writing. This is largely because pupils are not given opportunities to practise skills and complete extended written work.
- In 2013, the attainment gap between pupils eligible for the pupil premium and other pupils in Year 6 widened considerably from 2012. This was largely because a number of these pupils had special educational needs. Pupils eligible for the pupil premium were more than three years behind their classmates in reading, writing and mathematics. Current data indicate that these pupils are making as much progress as others and gaps are closing throughout the school. Indeed, in some years, pupils supported by the pupil premium are doing better than their classmates.
- In 2013, the proportion of pupils in Year 1 achieving the standard in the Year 1 phonics screening check was well above the national average and higher than 2012. The school has further improved provision and pupils continue to do well in phonics.
- Disabled pupils and those who have special educational needs are well supported in their learning and they make good progress. Staff are aware of the needs of these pupils and organise clear support to enable them to progress.
- Over time, girls have tended to attain higher levels than boys. The school has put in place a number of strategies and has successfully reduced the difference in attainment.
- The small number of pupils of Black Caribbean heritage make good progress. Pupils who speak English as an additional language also make good progress.
- The school has improved provision for the most-able pupils, providing booster classes and targeted support; as a result, they make good progress. A higher percentage of pupils than in the previous year are working at the highest Level 6 at the end of Key Stage 2.

### The quality of teaching

is good

- The quality of teaching over time is good and it enables pupils of different abilities to make good progress.
- Teachers use high quality questions to check what the pupils know, to help them to understand and to deepen their thinking. Teachers' subject knowledge is also secure which enables teachers to give pupils clear explanations and guidance.
- Teachers use a range of strategies and resources to inspire and engage pupils during lessons. For example, in a Year 6 English lesson, pupils were given bright and stimulating pictures and short passages from books related to different settings. They were able to produce a number of interesting and unusual adjectives to describe these settings.
- Classrooms are harmonious places because relationships between adults and pupils are positive.

Pupils regularly participate in collaborative work and this greatly benefits their learning because they have opportunity to discuss their ideas with each other.

- Pupils' books are marked carefully and regularly by teachers. This year school leaders have introduced a more effective system which is colour coded and understood by the pupils. Teachers give useful advice on how to improve their work and, in many books, pupils responded to the advice, resulting in good progress. For example, in a Year 2 lesson, pupils told inspectors that the large pink circles in their books were because they had forgotten to put a full stop at the end of the sentence.
- Very occasionally, teachers do not stretch pupils and give them suitably difficult tasks right from the beginning of the lesson. They wait for pupils to finish work that is too easy before moving them on to more challenging activities, which can hinder their progress.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good because they settle down quickly and concentrate in lessons and behave sensibly around the school. Pupils are polite and courteous and have positive attitudes to learning. Staff, parents and pupils also agreed that behaviour is good.
- Rewards and sanctions are used consistently by all staff which help them to manage pupils' behaviour well. This includes lunchtime supervisors who can also give rewards for good behaviour.
- Pupils have a good understanding of the risks associated with the internet. They know about all types of bullying and say that it does not occur often and when it does it is dealt with immediately. The school has trained the older pupils as peer mediators and they take care of the younger pupils and help to resolve conflicts.
- Pupils feel very safe in school and parents agree that the school is a safe environment. Pupils from different backgrounds play and work together amicably because the school effectively promotes equality. Pupils from diverse backgrounds get on well with each other and the school does not tolerate discrimination of any kind.
- The school's work to keep pupils safe and secure is good.
- Attendance has improved this year and is now broadly average. The school closely monitors pupils' attendance and has invested in an attendance officer who has formed close links with parents of children who do not attend regularly. He has succeeded in helping to improve some children's rates of attendance.
- The school supports children and their families well through the well-run breakfast club.

### **The leadership and management are good**

- The headteacher and deputy headteacher work well together and have been effective in driving improvement. They have accurately identified the right priorities for the school to improve even further.
- Pupils' attainment and progress are rigorously and systematically checked. Leaders identify and tackle any underachievement at an early stage, ensuring that all groups achieve well.
- Leaders responsible for subjects have been effective in raising standards and they are actively involved in checking pupils' performance and the quality of teaching, supporting the senior leaders well to improve the school.
- Senior leaders make regular checks on the quality of teaching. They give feedback to teachers which has led to improvement in the quality of teaching. When weaker teaching is identified, leaders take immediate action and provide effective support in the form of strategies such as joint planning and peer observations. This work has not yet led to consistently high quality teaching resulting in rapid progress for pupils.
- The curriculum meets the pupils' needs and provides pupils with a range of interesting and enjoyable activities. This contributes well to the spiritual, moral, social and cultural development

of the pupils.

- The primary sport funding has been used to employ a sports coach who helps to develop the skills and confidence of the teachers and to deliver a wider range of physical activities. Pupils told inspectors that they enjoy physical education lessons now and more are participating in the after-school sports clubs. This has a positive impact on their physical well-being.
- The local authority provides appropriate light touch support for the school.
- Safeguarding procedures and practices meet requirements and are effective in keeping pupils safe.
- **The governance of the school:**
  - The governors are well informed by the headteacher and are aware of the strengths and areas for development of the school. They have been fully involved in devising the development plan. They effectively use the information from the pupils' performance data to ask the headteacher challenging questions, and provide support when appropriate. The governors ensure that teachers' salary progression is linked directly to pupils' performance. They carefully monitor the use of the pupil premium and its impact on raising achievement for eligible pupils to ensure that all pupils have equal opportunity to succeed. One governor is responsible for safeguarding and, through her, the governors ensure that all safeguarding requirements are met. The governors are committed to developing links with parents and are working on establishing better links by, for example, the introduction of a monthly newsletter.

## 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

<b>Unique reference number</b>	109163
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	444288

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	270
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Caroline Paisey
<b>Headteacher</b>	Ian Hutton
<b>Date of previous school inspection</b>	13–14 October 2009
<b>Telephone number</b>	01454 867145
<b>Fax number</b>	01454 867146
<b>Email address</b>	<a href="mailto:christchurchprimaryhanham.school@southglos.gov.uk">christchurchprimaryhanham.school@southglos.gov.uk</a>

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