

New Christ Church Church of England (VA) Primary School

Milman Road, Reading, Berkshire, RG2 0AY

Inspection dates 14–15 January 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and deputy headteacher provide strong leadership.. They ensure that the school provides a high quality of education for all pupils.
- Good teaching ensures that pupils make good progress in reading, mathematics and writing.
- From a low starting point, pupils reach national average standards by the end of Key Stage 1 in reading and mathematics. Although results in Key Stage 2 dipped in 2014, school assessments show that current pupils in Year 6 are making good progress and achieving well.
- Staff have high expectations of pupils and work together effectively to raise achievement. The school evaluates its work carefully, making good use of assessment information to help plan to raise standards further.
- Pupils behave well. They show respect for each other and to adults. The strong ethos of the school is reflected in the high standards of conduct and concern for others.
- Governors are fully involved in the life of the school. They carry out all their statutory duties effectively. They challenge and support the headteacher and the staff and have a clear view of the strengths of the school and the actions which need to be implemented in order to improve further.
- In the early years, children settle quickly and make good progress from their starting points.
- The school provides a safe and secure environment where pupils feel safe and know how to keep themselves safe. Attendance is well above the national average.
- Parents say that the school is well led and that their children enjoy their education. The vast majority would recommend the school to another parent.

It is not yet an outstanding school because

- Some teachers do not always correct work so that pupils are aware of errors and can correct them.
- Marking does not always give pupils specific guidance to help them improve their work.

Information about this inspection

- Inspectors observed 12 lessons, two of them jointly with senior staff. Pupils were also seen working in small groups with teaching assistants and in individual sessions with support staff.
- Meetings were held with governors, senior staff, subject leaders, a range of staff and groups of pupils.
- Inspectors spoke informally to parents, took account of 29 responses to the online Parent View questionnaire and looked at the school’s own questionnaire results.
- The school website provided inspectors with a wide range of information, including policies, which are accessible to parents. Other documents examined included the school’s self-evaluation plan, governors’ records, behaviour and attendance records and progress data.
- Pupils in Years 2 and 6 read to inspectors and groups of pupils met inspectors to talk about their work. Inspectors looked at a sample of books of pupils from different groups.

Inspection team

John Worgan, Lead inspector
Dawn Breeze

Additional Inspector
Additional Inspector

Full report

Information about this school

- New Christ Church is a smaller than average primary school situated in the centre of Reading.
- There have been significant changes in leadership in the last three years. A permanent headteacher was appointed in September 2014, following a period when there had been two interim headteachers.
- The school has strong links with the local church. The Year 5 and 6 classrooms are part of a new building adjacent to the main school; this includes the parish hall, which is used for physical education lessons and other activities during the school day.”
- The proportion of pupils supported by the pupil premium is above average. This is additional funding supporting pupils known to be eligible for free school meals and those in the care of the local authority.
- Pupils in the school come from a wide range of backgrounds. Just over a third of pupils come from White British families; other significant groups include Other White, Black British and Black African, Pakistani, Indian and Other Asian children.
- The proportion of disabled pupils and those with special educational needs is above average.
- Children in the early years are taught full time in one Reception class.
- The school meets the government’s floor standards which set the minimum expectations for pupils’ attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding by:
 - ensuring that errors in spelling, punctuation and grammar are corrected so that pupils avoid repeating them
 - giving more specific guidance on how pupils can improve their work.

Inspection judgements

The leadership and management are good

- In the short time she has been in post, the leadership of the headteacher has had a significant impact in raising standards and inspiring improvements in the quality of teaching. Her commitment to maintaining and developing the strong moral ethos of the school is recognised by staff, governors and the local community.
- Senior management is strong; parents and governors speak highly of the way in which the staff supported each other and maintained standards during the period of changing headship.
- The school is a very diverse community and pupils come from a wide range of backgrounds and have a range of needs, skills and attributes. The school celebrates this and additional funding is used wisely to ensure that the needs of disadvantaged pupils are met and the gap between their progress and that of other pupils is closing.
- Accurate and thorough assessment is a strength of the school. Teachers assess pupils' progress regularly, analyse data carefully and use this effectively in their planning. Data are also used to check the progress of individuals and groups, so that support can be targeted and its effect measured. The good quality of the school's assessment processes has been recognised by the local authority. The school is working with other schools in developing an assessment system for the new National Curriculum.
- The performance of staff is checked regularly through observation and reviews of pupils' work. Staff have clear targets which are linked to their professional development. The school's performance management system links performance to pay and ensures that teachers are guided and supported in improving their practice.
- Subject leaders and others with responsibility are working effectively with teachers to raise standards. They have a range of skills which they share but are also open to other ideas and are aware of areas where their expertise can be developed.
- The range of subjects taught is broad and balanced and is supplemented by a range of clubs and activities, trips and visits for each year group. During the inspection, Years 5 and 6 pupils went on a trip to view the Bloodhound SSC' high-speed car, enhancing their scientific understanding and providing a stimulus for their writing.
- The additional funding for primary school sports is used well. A qualified coach works with teachers to deliver physical education lessons, helping teachers to develop their skills in teaching the subject as well as enhancing pupils' experience. A wide range of after-school sports clubs, delivered by specialists, is also supported.
- Links with the wider community are strong. Links with the church are strengthened by its proximity and by the fact that facilities are shared. The priest and his curate are regular participants in assemblies and other aspects of the school's work, as well as being governors. Links with early years providers are strong and the school ensures that older pupils are well supported as they make decisions about moving on to secondary school.
- Spiritual, moral, social and cultural education is strong. Although the school has a strong Christian character, other faiths are recognised and celebrated. Pupils are well prepared for life in modern Britain. Lessons in personal, social and health education and in other areas of the curriculum ensure that they have a good understanding of cultures other than their own. They have taken part in mock elections and they appreciate the importance of democratic values and tolerance. Daily assemblies are of high quality; pupils' singing was particularly impressive.
- The local authority has offered significant and effective support during a period of instability in leadership. It will continue to offer light-touch support as it judges the school's capacity to improve is now good.
- Safeguarding is a priority; all statutory requirements are met. Staff are well trained and procedures are followed carefully.
- **The governance of the school:**
 - The governing body is in the process of re-constitution. New and existing governors have an appropriate range of expertise and skills.
 - Governors have a clear focus on raising achievement. They play a full part in the school's self-evaluation process. They have a clear understanding of the targets the school has set for pupils' attainment and progress and of the assessment data which underpin them.
 - Governors have a clear understanding of standards of teaching and check the school's monitoring to ensure that standards are maintained. Governors are fully aware of the ways in which additional funding for disadvantaged pupils and for physical education is used and check its allocation and effectiveness carefully.

- Performance management of the headteacher and of other staff is carried out diligently.
- Governors take account of parents' views through informal channels and through the school's survey.
- Governors take safeguarding seriously. Governors are trained in safer recruitment and monitor policies and procedures to ensure that they are implemented effectively.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They are courteous and considerate to each other and to adults. Parents who completed the Parent View online questionnaire agree; almost all feel that pupils are well behaved.
- In classrooms, pupils' behaviour is typically good. Pupils often support each other's learning well when working in pairs and groups. Occasionally, however, a few pupils become restless because they have completed work or find tasks do not engage their interest. In meetings with pupils, they reported that occasions when lessons are disrupted by poor behaviour are rare.
- Pupils are well supervised at breaks and lunchtimes and most behave responsibly and sensibly. Occasional reminders are needed to ensure that pupils behave safely, especially when play areas are restricted in poor weather.
- From the time pupils enter the school good behaviour is expected and encouraged. Pupils who enter the school with behavioural difficulties are well supported so that they are able to concentrate and make progress.
- A clear behaviour management system is in place which is understood and respected by pupils. The higher levels of sanctions are used only occasionally and exclusion is very rare. Staff are trained in behaviour management and the behaviour policy is applied consistently and effectively. Specialist staff work effectively with pupils who have emotional, social or behavioural problems.
- Older pupils are good role models for younger ones and take on responsibility willingly.
- Attendance in the past has been well above average and remains so. Staff keep a close watch on any pupils whose attendance begins to give rise to concern and work with parents to ensure their attendance does not deteriorate.

Safety

- The school's work to keep pupils safe and secure is good. Policies and procedures are clear and well understood. Pupils know how to keep themselves safe, including when using the internet.
- Bullying is very rare and is dealt with swiftly and effectively when it happens. Pupils have a good understanding of different types of bullying, including homophobia and know how to keep themselves safe when using the internet. School logs confirm that racist incidents happen very infrequently and are of a minor nature.
- Pupils say that they are happy and feel safe in school; they say that they will be listened to and helped if they have problems. Parents agree and say that they are very happy with the ways in which their children are cared for.

The quality of teaching is good

- Pupils make good progress because good teaching helps them to achieve well. Teachers' expectations are high, yet realistic, and they plan activities which stimulate pupils' interest and extend their skills.
- Writing skills are improving. The school correctly identified boys' writing skills as an area for development and the curriculum has been modified to help them improve. For example in one lesson both boys and girls were enthusiastically engaged in writing a newspaper report about the moon landing.
- The teaching of phonics (the sounds which letters make) is a strength of the school. Scores in the Year 1 phonics check are above the national average. Pupils are taught in small groups appropriate to their reading ability and the investment in developing these skills for younger pupils is reflected in the strong reading skills of older pupils.
- Pupils read well and enjoy reading. Pupils who have difficulty in reading are supported through extra reading sessions with trained staff.
- The teaching of mathematics is good and is improving through a programme of training and support for staff. Following the dip in mathematics results in 2014, staff identified areas where teaching could be improved, for example by focusing extra support on groups and individuals having difficulty with particular

topics. Revised programmes are in place and school data show that standards are rising.

- Pupils' work is marked regularly, but few comments guide pupils to take specific action which will enable them to take the next step in their learning. Some teachers' correction of errors in spelling, punctuation and grammar does not always enable pupils to correct their mistakes.
- Homework set is often of an extended nature. Reading journals show that pupils read regularly at home with the support of their parents.
- Information and communication technology is used very effectively. Pupils make good use of laptops to conduct research and to improve their skills.
- Teaching assistants play a key role in enabling pupils of all abilities to make good progress. They are involved in planning lessons and frequently work with groups of pupils, enabling teaching to be matched to pupils' abilities and needs. They also provide individual support of high quality for pupils with significant behavioural or educational needs. Disabled pupils and those with special educational needs make very good progress because their needs are carefully assessed and they are given appropriate support and classroom activities which enable them to succeed.

The achievement of pupils

is good

- Overall, pupils' achievement is good. They join the school with below average attainment in most areas and as a result of good teaching they make good progress in reading and mathematics, reaching national average standards by the end of Year 2.
- Results at the end of Key Stage 1 have been consistently good in recent years and remain so. Teachers in Years 1 and 2 build on the good start which children make in the Reception class and thorough assessment ensures that pupils progress well from their individual starting points.
- Test results at the end of Key Stage 2 have been similar to or above the national average in previous years. However, in 2014, results dipped, especially in mathematics and in English spelling, punctuation and grammar. The school has carefully analysed these results and has taken positive action to ensure that standards return to their former level. School assessment data show that pupils are now making good progress in all year groups.
- The most able pupils are progressing well. A good proportion of these pupils are working towards the higher National Curriculum levels in Years 5 and 6.
- Achievement in reading is good. Results in the Year 1 phonics check are good and improving and pupils' performance in reading assessments in Year 2 and Year 6 is above national standards.
- Pupils are given frequent opportunities to write extensively. Standards of writing were close to the national average in 2014 and school data for the current year show that a significantly larger proportion of pupils are working towards the higher levels
- Pupils are now achieving well in mathematics. The school has placed a particular emphasis on improving teaching and this is making a significant difference to pupils' progress. Girls' achievement in mathematics is improving but does not yet match that of boys. The school is aware of this and teachers are using a range of strategies to develop girls' confidence and skills.
- At the end of Key Stage 2 in 2014, the gap in attainment between disadvantaged pupils and others nationally in mathematics, reading and writing was about one year. They were one term behind other pupils in the school. This gap had widened considerably compared to previous years. Their progress from their different starting points was behind other pupils in mathematics and reading but ahead in writing. They were below other pupils nationally in mathematics, equal to them in reading but ahead in writing.
- The school has acted swiftly and effectively to reverse the trend regarding the progress of disadvantaged pupils and others. School data for the current year show that this gap has been closed. In Year 6, disadvantaged pupils are outperforming others in writing and mathematics. Disadvantaged pupils in all other years are making good progress, matching the achievement of other pupils. The funding allocated for disadvantaged pupils is used wisely, principally to provide them with specialist support and teaching. This funding is also used to ensure that these pupils have the full range of experience enjoyed by others, including subsidising their participation in trips and other activities.
- While there are no significant differences in achievement between the different groups of pupils in the school, managers check progress carefully and act swiftly if the performance of any group or individual gives concern.
- Disabled pupils and those with special educational needs are well supported throughout the school and make progress comparable to other pupils. Needs are identified at an early stage and appropriate interventions, such as speech and language support, enable these pupils to catch up quickly and to make good progress. Staff assess their progress carefully and support is modified as necessary.

The early years provision**is good**

- When they enter the Reception class, children's knowledge and skills are below average. Teachers quickly assess their needs and from different starting points children make good progress so that they are well prepared to continue their development in Year 1.
- Reading and writing are developed well through a range of activities. The teaching of phonics is well planned and tailored to children's needs; consequently, they make good progress and reading standards are above average by the end of the Reception year.
- The Reception classroom and the adjoining outside area are welcoming and spacious, enabling children to engage in a range of activities safely. During the inspection, children were building houses of brick, sticks and straw in the outside area, which enhanced their enjoyment of the literacy activities linked to the Three Little Pigs story.
- Excellent relationships between children and adults ensure that children are safe and they feel secure. Teaching assistants work effectively, willingly take responsibility and are fully involved in planning. Children work together well, in pairs and groups, taking responsibility for aspects of their learning and asking for help when they need it.
- Leadership of the early years is strong. Provision is well managed and assessment is used effectively in planning. Adults work together as a team, using their different skills effectively.
- Safety is a priority and staff ensure that children are safe at all times. Children behave sensibly and responsibly and those who enter the school with behavioural difficulties are supported well so that they learn to conform to routines and can focus on their learning.
- Parents are fully involved in their children's education and several parents spoke warmly of their children's experience of school. They are encouraged to support children's reading and to take an interest in what they are learning and the progress they are making.

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	132109
Local authority	Reading
Inspection number	449671

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

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	203
Appropriate authority	The governing body
Chair	Jamie Hudson
Headteacher	Cathy Doberska
Date of previous school inspection	March 2010
Telephone number	0118 9375437
Fax number	0118 9375438
Email address	admin@newchristchurch.reading.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

