

# Christ Church Church of England Controlled Primary School

Berryfield Road, Bradford on Avon, Wiltshire BA15 1ST

**Inspection dates** 13–14 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
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 have worked effectively together to provide determined and effective leadership. This has led to sustained improvement in the quality of teaching and pupils' achievement.
- Pupils make good progress because teaching is typically good, and some teaching is outstanding.
- Behaviour is often exemplary. Pupils are thoughtful, extremely well mannered and considerate towards others. They are very proud of their school.
- Pupils feel very safe at school because of the excellent way they are looked after. Leaders, including those who work in the Inclusion Hub, place the greatest importance on knowing every pupil well. They implement robust systems to keep all pupils safe, especially the most vulnerable.
- Parents are extremely supportive of the school. They agree that the care and welfare of all pupils are strengths of the school.
- Pupils benefit from a lively curriculum. They enjoy the well-planned topics taught through the school's 'Launch and Land' approach to topics. This involves inviting many experts to visit the school as well as school trips to inspire new subject knowledge.
- The teaching of French is outstanding. By the time pupils leave the school they have strong skills in both grammar and vocabulary and can speak with very well-developed French accents.
- Children settle quickly and get off to a good start in the Reception classes. They make good progress and acquire the essential skills for the next stage of learning.
- Governors' knowledge of the school has been significantly improved and they now hold senior leaders to account more effectively.

### It is not yet an outstanding school because

- The quality of teaching is not yet outstanding because teachers do not always plan activities that fully meet all pupils' needs.
- Pupils, especially the more able, are not moved on to harder work quickly enough in lessons. This limits their progress.
- Leaders and teachers do not use precise information from assessments well enough to ensure pupils make rapid progress in all lessons.
- The teaching of phonics at Key Stage 1 and of grammar, punctuation and spelling at Key Stage 2 is not as good as that for reading and writing.

## Information about this inspection

- The inspection team observed a range of teaching and learning in 25 lessons, of which nine were observed jointly with the headteacher and deputy headteacher.
- Inspectors looked at pupils’ work in their books and spoke to pupils about their achievements and other aspects of school life. Playtime and lunchtime were also observed.
- Inspectors held discussions with school leaders about pupils’ progress in reading, writing and mathematics as well as the progress of pupils who are disadvantaged, those who are disabled and those with special educational needs.
- Inspectors examined a range of school documentation, including the school’s self-evaluation and school improvement plans, the quality of teacher appraisals, and records of behaviour, attendance and safeguarding. A close scrutiny was made of school information on pupils’ progress.
- Two meetings were held with small groups of governors, including the Chair of the Governing Body. Inspectors also spoke with a representative of the local authority.
- The views of parents were taken into consideration, including the 102 responses to the online questionnaire, Parent View. The opinions of a small number of parents were also gathered at the start of the school day and taken into account.
- The opinions of staff were taken into account using the 42 responses to the staff questionnaires.

## Inspection team

Claire Thompson Lead inspector	Additional inspector
Richard Johnson	Additional inspector
Linda Rowley	Additional inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- Almost all pupils are from White British backgrounds and speak English as their first language.
- Children in the Early Years Foundation Stage attend the school full time.
- The proportion of disabled pupils and those who have special educational needs is just below average.
- The proportion of disadvantaged children, who are eligible for the pupil premium, is well below average. The additional funding supports pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The school meets the government's current floor standards for 2014, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- The school has an Inclusion Hub to cater for all pupils who have special educational needs.
- The school hosts a breakfast- and after-school club as well as a separate pre-school. These are not managed by the governing body and so were not inspected as part of this inspection.

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

- Increase the amount of outstanding teaching so that all pupils, especially the more able, make excellent progress by ensuring that teachers:
  - make better use of assessment information to plan work which matches pupils' different levels of ability
  - improve the teaching of phonics, grammar, punctuation and spelling
  - give pupils time to respond to comments in their marking and correct any mistakes
  - improve their skills through regular opportunities to observe the excellent practice already found within the school.
- Improve the impact of school leaders at all levels by using more precise assessment information to:
  - make sure checks on teaching and pupils' work are more focused upon how well pupils achieve in lessons and in their workbooks
  - ensure there is greater consistency in the quality of teaching within and across year groups.

## Inspection judgements

### The leadership and management are good

- The school is well led and managed because the headteacher has established a clear vision and a strong sense of purpose. In partnership with the effective deputy headteacher, they set high expectations for staff and pupils. Morale is high and staff strive to improve the quality of education provided in classrooms. As a result, pupils' behaviour is outstanding.
- Leaders and governors have an accurate understanding of the school, recognising both its strengths and weaknesses. Their determination to improve standards and the learning for all pupils is shared by staff. Staff and parent questionnaires are highly positive, with staff being proud to work at Christ Church. Parents strongly recommend the school to other families.
- Senior leaders have improved the way they gather pupils' assessment data since the last inspection. This has been a key driver in improving achievement across the school in recent years. Middle leaders are also knowledgeable about individual pupils' progress.
- Most leaders scrutinise pupils' work books to check if standards are continuing to improve. Currently these checks do not always use assessment information robustly enough to ensure pupils are encouraged to make rapid progress. Checks are not always focused as sharply as they might be on how well pupils achieve in lessons and in their work.
- Procedures to manage teachers' performance are very thorough. Teachers are accountable for the progress made by their pupils. Goals are set for individual teachers and progress against these is checked closely by leaders. As a result, rates of progress for the vast majority of pupils have improved.
- School leaders are well informed about the performance of each class. Differences in the quality of teaching within year groups result in variations in the amount of progress made by pupils in different classes. Leaders have begun to take decisive action to ensure greater consistency.
- The way that the pupil premium funds have been used has proved successful in boosting the progress of eligible individuals, so that almost all reach at least the standards expected for their age in English and mathematics by the end of Year 6. Last year, governors approved additional adult support for these pupils within the classrooms. These adults are used effectively where more support is needed to ensure that gaps in learning are narrowing.
- Safeguarding procedures, including child protection, meet current requirements. This is a strength of the school because of the extremely effective practice in the day-to-day management and care of pupils.
- The Inclusion Hub is well led and provides highly successful ways to make sure that all pupils have the utmost nurture and care.
- Pupils enjoy a rich and exciting curriculum, which supports their spiritual, moral, social and cultural development well and is beginning to prepare pupils for life in modern Britain. The 'Launch and Land' approach, which ensures all pupils meet experts and share visits, inspires pupils to participate enthusiastically and to talk knowledgeably about their different topics. As a consequence, pupils' behaviour is frequently outstanding.
- The use of specialist teachers in French, music and art make a good contribution to the curriculum and stimulates the pupils to learn very well. The school won the Wiltshire Choir of the Year in 2013/2014.
- The school has reviewed both its curriculum and assessment arrangements in the light of the changes in the new National Curriculum and implemented new ways of assessing pupil progress as a result.
- Equal opportunities for different groups of pupils are promoted well and the school does not tolerate any form of discrimination.
- The extra funding for sports in primary schools has been used well to provide additional training for staff and for encouraging more pupil participation in sports.
- The local authority provides only light-touch support to the school.
- **The governance of the school:**
  - The governing body has a good and accurate overview of the school's strengths and weaknesses. Members of the governing body have developed relevant skills to challenge and support the school. They are committed to driving improvements forward. Governors have a clear insight into the quality of education provided through regular visits, including observing lessons. They know how well pupils are achieving when compared to pupils nationally and they have growing knowledge of the progress of groups of pupils, including those who are disadvantaged and eligible for additional funding. They know that the achievement of these pupils is as good as that of all pupils who attend the school.
  - Governors have strengthened the way they challenge the headteacher and hold him to account for the standards the school reaches. The headteacher ensures that governors are well informed about the

quality of teaching and governors know that only the best teaching is rewarded through increases in pay. Sometimes governors rely too heavily upon information provided by the headteacher.

- Governors know how the additional funding for sports is spent in order to improve the teaching of physical education and know that this is being monitored for its impact on improving teachers' skills.

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

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils respond exceptionally well to the school's expectations of how they relate to each other. They demonstrate outstanding courtesy and display impeccable manners.
- Parents spoke very positively about the welcome, care and approach offered by the school staff. As one parent said, 'They love school so much, my children want to come to school every day.'
- Pupils come to school eager to learn and they get down to work immediately. Pupils are keen to take part in all activities and demonstrate consistently positive attitudes to their learning. Pupils work hard and concentrate on the tasks given and are keen to complete them to the best of their ability. They speak with much pride about their school.
- Playtimes and lunchtimes are happy and sociable occasions. Behaviour around the school is exemplary. Pupils move around the corridors in a quiet and purposeful way. In assemblies, pupils pay close attention to the speakers and are very sensible in joining in with reflections and prayers with the utmost respect.
- Behaviour records show that there are very few incidences of poor behaviour and there are no exclusions of any kind. This is a significant improvement over previous years. Pupils know the school rules and abide by them. There was no need for any application of the school's sanctions seen during the inspection.
- The Inclusion Hub offers outstanding help for those pupils who have special educational needs related to behaviour and, as a result, they learn to manage their emotions and behave well in their lessons.
- Pupils' attendance has been high for several years and their punctuality to school is exceptional.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. There are comprehensive checks on the suitability of adults to work with children and the school provides an extremely welcoming, safe and caring environment in which to learn.
- Instances of bullying are very rare and acted upon quickly and effectively, so that incidents do not recur. Other cases, for example, homophobic name calling, are equally rare. Staff take these kinds of incidents very seriously, always explaining why actions are unacceptable. Pupils know how to keep themselves safe on the internet and are learning about how to deal with online bullying.
- As a result of the school's thorough actions to protect them, pupils' awareness of safety is strong and they feel totally safe in school.
- The school takes part in a wide range of activities in the local area and local schools' community, and the school's reputation amongst parents is good.

## **The quality of teaching** is good

- The quality of teaching and classroom support, including that in the Inclusion Hub, is good, with examples of inspiring and thought-provoking practice. The good progress that the large majority of pupils now make provides clear evidence that teaching is good overall. Teachers have good subject knowledge and use it effectively, particularly in reading, writing and science at Key Stage 2 and in reading and mathematics at Key Stage 1.
- When learning is most successful, teachers plan exciting work to inspire pupils. An example of this is when the Year 5 pupils became totally absorbed in learning about multiples and factors because an alien visited from a comet. This work was linked to the recent Philae probe. It motivated pupils to apply their skills and understand how multiples and factors can be used to solve problems.
- The teaching of reading is a strength across the school and this is reflected in the above-average attainment achieved at the end of both key stages. The teaching of phonics, grammar, punctuation and spelling, which supports pupils' technical understanding in reading and writing, is not as strong. Teachers do not always set high enough expectations for pupils to make as good progress as they could in these lessons.
- The teaching of French is outstanding, with pupils learning this language from the age of six. By the time

they leave the school, pupils can write simple sentences which are grammatically correct and they have developed impressive spoken accents. Art is also striking for the quality of work produced by pupils.

- Pupils' work is regularly marked. Teachers have improved the marking of pupils' work through the introduction of 'ticky pink' for good achievements and 'green for growth' for improvement points. These points are often used well in the learning in a lesson. Teachers do not always use this feedback to plan the next lessons. Pupils do not always correct their mistakes.
- Pupils usually have a good understanding of what they are achieving in each lesson through clear guidance they receive about how to know if they have been successful. For example, younger pupils respond well when offered an 'ingredients jar' of skills to include in their writing, and this guides them well. When teachers make frequent progress checks in lessons, this helps children improve their learning.
- Although teachers' lesson plans show attention to providing tasks that are suitable for different abilities, the activities the pupils undertake are sometimes too similar. Teachers sometimes do not check regularly enough whether pupils find the work set to be too easy. At times, some of the most able pupils repeat work they can already do, and this slows their progress.
- Teachers do not always make good use of information from assessments to plan work which precisely meets pupils' needs. This results in some differences in the quality of learning within year groups.
- Teachers have limited opportunities to share and observe some of the outstanding practice already present within the school in order to improve their own skills.

### The achievement of pupils

is good

- Standards of attainment and rates of progress in reading, writing and mathematics have increased since the last inspection and are good. Leaders work tirelessly to identify how well pupils are doing and put actions in place to tackle any underachievement.
- By the time they leave the school almost all pupils make more progress than would normally be expected of them in reading and writing, and they are close to expected levels in mathematics. The numbers who make more-than-expected progress have risen over the last two years. A slight dip in 2014 was due to a small group of pupils who arrived in upper Key Stage 2 with no Key Stage 1 data and pupils who have since moved on to special education for their secondary education.
- Standards have improved and are above average in reading and mathematics at the end of Key Stage 1. Teachers expect that standards will continue to improve in 2015, especially in writing and in mathematics. Current standards in reading are higher than average across the school and these are on track to be maintained this school year.
- Boys' writing at the end of both Reception and Year 2 is not as strong as girls'. However, by the end of Year 6 boys write as well as girls. Rates of progress in pupils' writing in Year 2 have shown a recent improvement.
- Inspection evidence indicates that all groups, including pupils in the Inclusion Hub, achieve as well as others in most year groups. Disabled pupils and those with special educational needs across the school make good progress from their starting points.
- Pupils supported by additional funding also make good progress. This is because teaching assistants offer good support for the different groups in each class. The eligible group of pupils is too small to be able to accurately compare their attainment by the end of Year 6 with that of others in the school or with pupils' nationally.
- All groups of pupils make similarly good progress across the school. However, the progress made by some, especially some of the most able, is not as fast as it could be as work set is, on occasions, not challenging enough. As a result, their progress is good but not yet outstanding.
- Teachers place a strong emphasis on developing literacy and numeracy skills across the subjects. The writing in topic books is usually impressive and this ensures that pupils' basic skills develop well. A below-average proportion of pupils were successful in the check on phonics at the end of Year 1. The results for grammar, punctuation and spelling are only average by the end of Year 6 so pupils' scores are not as good as in both reading and writing.

**The early years provision****is good**

- Children usually join the Reception classes with skills and understanding that are broadly typical for their ages. This year, children have joined the classes with skill levels that are higher than usual. Effective transition from their varied pre-school experiences ensures that children settle very quickly.
- Children in both Reception classes make good progress and achieve well, reaching higher-than-expected levels of development. Increasing numbers of children achieve above-average attainment and, as a result, are well prepared to start Key Stage 1.
- Children concentrate well when taught in small adult-led groups. As a result, children of all abilities, including those who have special educational needs, are well supported and make similar rates of progress.
- Good routines agreed across the setting ensure that children understand what is expected of them from an early age. The learning environment is well planned and offers interesting activities. Children can choose activities which interest them such as 'welly walks' and they cooperate extremely well together. This enables them to develop their language, communication and social skills at a fast rate.
- Children are well cared for and kept safe. They display positive behaviour and develop good self-control. They quickly learn to share, take turns and work together with their classmates. The classrooms offer an atmosphere which is warm and friendly.
- The sense of partnership the school fosters between staff and parents establishes very good links between home and school. In particular, parents are given plenty of advice about how to help their children learn at home, as well as many invitations to share in areas of school life.

## 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>	126303
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	448568

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>	Church of England 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>	417
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Catherine Mayhew
<b>Headteacher</b>	Neil Baker
<b>Date of previous school inspection</b>	9–10 June 2010
<b>Telephone number</b>	01225 863444
<b>Fax number</b>	01225 868283
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