



Christ Church CE VC Primary School

Aspire, celebrate and learn in an inclusive community

School Prospectus¹ 2020-2021

Christ Church CE (VC) Primary School

Berryfield Road
Bradford on Avon
Wiltshire
BA15 1ST

Tel: 01225 863444

Fax: 01225 868283

Email: admin@christchurch.wilts.sch.uk

Website: www.christchurch.wilts.sch.uk



¹ We appreciate that this prospectus cannot cover everything about the school but we have tried to highlight the main issues. Prospective parents are most welcome to visit the school and see us in action. The information in this prospectus is correct at the time of printing but may be subject to change.

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Letter from the headteacher



Dear parents and carers,

Welcome to Christ Church Primary School. I hope this prospectus will go some way to explain what makes Christ Church distinctive and special.

We are a large, caring and successful primary school. Through our ethos of aspire, celebrate and learn we all work together to provide a stimulating and purposeful learning environment.

We pursue excellence through well-resourced classrooms and an enthusiastic, committed staff. Above all, we believe that in order to achieve the best for your child, it is essential that we work closely in partnership with you and your child to support them throughout their time at Christ Church.

As a school, we seek to provide a safe and enjoyable place for everyone to learn; with principles based on Christian values. Christ Church is a community within the extended community of Bradford on Avon and is a place to discover things and to be helped with aspiring challenges so that we all become effective, confident lifelong learners, prepared for living and working in a fast and ever changing world.

If you would like to visit us, please do so on our open day or on other occasions by arrangement through the school office.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Neil Baker'.

Neil Baker

Our School

We are a large primary school with over 400 children drawn from the town and surrounding villages.

We provide primary education for 4 to 11 year olds in three stages: Foundation Stage, Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3 - 6). Each of the year groups 1 - 6 has two classes and there are three classes in the Foundation Stage.

The school has a very strong team of teaching staff, ably supported by dedicated support staff including learning support assistants, administrative and premises staff. There is a highly effective governing body and an outstanding parent teacher association (Friends of Christ Church School - FOCCS).



“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”. Ofsted 2014.

“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”. Ofsted 2014.

“Behaviour is often exemplary. Pupils are thoughtful, extremely well-mannered and considerate towards others. They are very proud of their school”. Ofsted 2014.



Our aims:

To aspire, celebrate and learn in an inclusive community.

To aspire

At Christ Church we have high aspirations for ourselves and our children. We endeavour to remove the ceiling on learning. Our aim is for the children, and ourselves, to be the best that we can be and have high expectations of ourselves and each other.

To celebrate

Christ Church has much to be proud of. Success and achievement both inside and out of school is regularly celebrated. As a school we aim for each one of us to have a strong sense of achievement.

To learn

Learning how to learn is a key principle of the school. Following the ELLI (see page 9) dimensions, each one of us will aim to become better learners. The learning environment is central to the philosophy. For learning to be successful it is celebrated; is well organised; there are high expectations; planned opportunities for experiential tasks; and each class will have support systems available to them.

All of the above is held within a spirit of inclusivity and a sense of community. Together we can develop the skills and attitudes needed to be active and responsible citizens in the 21st century.



Our history

The 'first' Christ Church Primary School opened its doors in 1847 at Mount Pleasant and in 1878 an infant school was erected on an adjoining site. In 1928 the school was changed from an elementary school to a junior school and in 1956 the school moved to its present site and an infant school was built adjacent to it. In 1972 the schools combined and became a Church of England voluntary controlled primary school.

Our community



At Christ Church CE (VC) Primary School we foster a sense of belonging within the school community and within the wider community of the church and our town of Bradford on Avon. Our uniform and school badge, highlighting our Christian foundation, are an important part of our identity.

[“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”.](#)
Ofsted 2014.

We have close links with our church, Christ Church, situated alongside our playing field whose spire can be seen for miles around. The children appreciate this and from our Place of Peace in the school grounds you are able to see the spire. As a voluntary controlled school there are two foundation governors who sit on the governing body, the vicar, and one member of the Parochial Church Council (PCC). We are in Salisbury Diocese and the presence of the church members in the school reinforces our church foundation.

The whole school attends services in the church a special festival days when they fill all the pews.



“There is strong support from the local church and the Rector has made a significant contribution to the Christian character of the school”. SIAMS 2015.

Within the local community we work closely with other primary schools and local organisations from the town council to Climate Friendly Bradford. We take part in a range of inter school sports fixtures and other community events. We welcome the townspeople for our annual, very popular, May Fayre. We have an excellent relationship with the local secondary school, St. Laurence (Academy Trust), where the vast majority of our pupils transfer at age 11. There are a number of opportunities to visit St. Laurence for sports and performing arts events. Our staff work closely with colleagues at St. Laurence to ensure the transition is as smooth as possible.

“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”. Ofsted 2014

Our buildings and grounds

Our school is housed in single level buildings set in spacious grounds.

The Berryfield building is home to children in the Foundation Stage and Year 1.



The Christ Church building contains the classrooms for Year 2 - 5.

The Year 6 building also houses our new teaching kitchen, senior management offices and a conference room.





We have two halls, well stocked library areas, a music room, and a foreign languages classroom. The Learning Lodge houses the Inclusion Hub and rooms to provide small group or individual tuition for pupils with additional or special educational needs. All areas of the school are well equipped with computing facilities and in addition, we have a computing suite for whole class computing lessons.



Our beautiful grounds include a large playing field, various playgrounds, woodland, a pond, a wild garden, wooden play equipment and a large vegetable garden as well as smaller vegetable plots. All of the above support our curriculum experiences.

To enhance play we have low level play equipment, a trim trail, woodland areas and permanent sports equipment.



Our learning ethos

Effective lifelong learning

Our objective at Christ Church is not only to enable the children to aspire to great things today, but to become effective life long learners. We have worked on a research project with Bristol University to help children develop the skills needed to keep learning throughout life.

We have developed the Effective Lifelong Learning Inventory (ELLI) and apply it to our teaching. We focus on developing within children and the staff the skills to become good learners. Our ELLI is based on eight dimensions:

- *Being able to get better at learning*
- *Building resilience*
- *Developing independence*
- *Encouraging curiosity*
- *Supporting creativity*
- *Being able to make connections and transference of learning*
- *Creating reflective learners*
- *Developing good relationships*



The children are encouraged to approach their learning by developing these dimensions, to take responsibility for their learning and to understand that it is a lifelong process. At school we offer a broad curriculum to ensure there are excellent opportunities to develop the above dimensions.

To enrich academic work, our approach to the curriculum places great emphasis on 'experiential' learning. A child's education at Christ Church will feature many opportunities to learn outside the classroom and through first-hand experience. Such opportunities include 'welly walks' in the school grounds, visits around the town. Other experiences have also included trips further afield to places such as Bristol Zoo, Westonbirt Arboretum and the Roman Baths. We also have special topic days. In Year 6 we take the children on a residential programme. Opportunities for the children to perform and exhibit their work include nativities and plays, concerts, assemblies, and special events as part of specific topics and themed curriculum weeks.

“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”. Ofsted 2014.



Our curriculum

The National Curriculum from September 2015 is based around the core subjects of English, mathematics, science and computing along with the foundation subjects of design and technology, history, geography, art, music, PE and drama. We teach a modern foreign language, French, from Year 1. The RE follows the agreed syllabus and uses enquiry based learning.

“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”. Ofsted 2014.

Our key stages

- **Foundation Stage:**

“Children in 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”. Ofsted 2014.

In the Foundation Stage we place great emphasis on developing the child’s personal, social and emotional well being to ensure that the beginning of their educational journey is a positive one. We provide opportunities to develop social skills as well as language and communications skills, reading and writing, maths, knowledge and understanding of the world, physical development and expressive arts and design. We appreciate the role of parents in supporting their child in their learning and during the year there are information evenings about the curriculum, providing advice on helping your child at home.

- **Key Stage 1 (KS1):**

KS1 incorporates Years 1 and 2 and involves the children in study of all the National Curriculum subjects, RE and a modern foreign language. Mathematics and some aspects of English are taught as distinct subjects but teaching of many of the other subjects is combined into ‘topics’. Teaching through topics enlivens the children’s learning, enables cross-curricular links and is a sound basis for the ELLI approach described above.

“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”. Ofsted 2014.

- **Key Stage 2 (KS2):**

KS2 lasts for four years (Years 3-6) until the children transfer to secondary school at the age of eleven. In KS2 the children study the National Curriculum as well as RE and a modern foreign language. More teaching at this stage takes place in traditional subjects but topics remain an important part of our teaching and learning as we strongly believe that the cross curricular approach helps children make connections and apply their learning.

“By the time they leave the school almost all pupils make more progress than would normally be expected of them in reading”. Ofsted 2014.

The core subjects

“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”. Ofsted 2014.

- **English** is taught through daily lessons and reinforced through our topic work, demonstrating the purpose of good writing in reporting and recording our learning about other subjects. We aim to develop your child’s ability to communicate effectively through speech and writing as well as to listen with understanding. Our teaching of reading aims to make children enthusiastic, responsive and knowledgeable readers. We introduce the children to a variety of texts at appropriate levels and encourage them to state and justify their preferences. Our teaching of writing skills enables children to write with confidence, fluency and understanding. These skills are built upon to produce writers who can plan, draft, revise and edit their own work in fluent and legible handwriting. Through speaking, listening, reading and writing the children develop their powers of imagination, inventiveness and critical awareness.
- **Mathematics** is taught using a calculation framework developed using national guidance, in a daily lesson with great emphasis placed on independent and investigational work. The mental approaches to maths work are given high priority throughout all key stages. We have a wide range of equipment and activities to help us to deliver the mathematics curriculum.
- **Science** is taught through a cycle of science topics, which are built upon in subsequent years. Science is practical whenever possible and is supported by field trips and visits when appropriate. We also aim to develop your child’s investigational skills, the ability to make predictions, their understanding of what constitutes a ‘fair test’ and to encourage them to make connections with the world around them.

- **Computing** The school is well resourced with computers both in classrooms and designated areas as well as our recently redesigned Computing suite. Each classroom is equipped with an interactive whiteboard. Class sets of iPads are also available.

“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.” Ofsted 2014.

Foundation Subjects

The school strongly believes in a broad and relevant curriculum. The foundation subjects are given a high status in order to secure opportunities to develop a strong all round experience. There are planned curriculum links across all year groups.

“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.” Ofsted 2014.

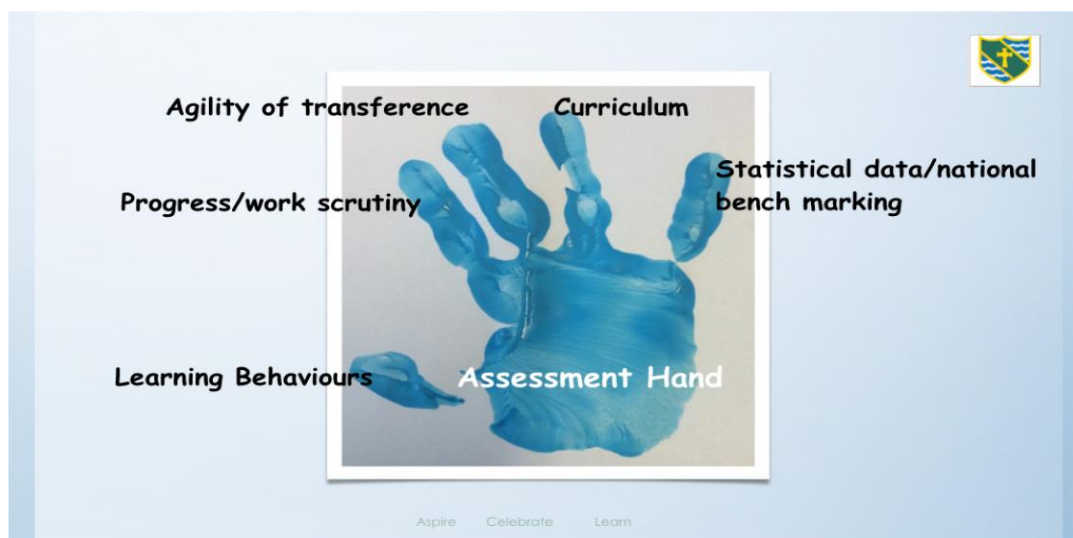
“The use of specialist teachers in French, music and art make a good contribution to the curriculum and stimulates the pupils to learn very well. The school won the Wiltshire Choir of the Year in 2013/14.” Ofsted 2014.

Pupil assessment and reporting to parents

Foundation Stage: All children are assessed in the areas of learning through observations carried out during their initiated play directed activities. A baseline profile is compiled during the first term and the information is summarised in a report to parents in the final term following end of year assessments.

Our comprehensive pupil tracking system serves as an audit trail of their achievements and provides a useful continuity tool as children progress from one year group to the next. From September 2015 children are not awarded levels for attainment. Children’s progress will be measured against nationally agreed progress indicators. These will be shared at parent teacher consultations.

Knowledge of pupil progress is collated through the following 5 areas summarised on our assessment hand below.



An annual report provides parents with details of their child's attainments in mathematics and English, as well as their progress in other subject areas. This mid-year report includes an assessment of your child as a learner and comments on their personal and social development. Parent-teacher consultations at regular points during the school year provide an opportunity to discuss your child's progress and any issues you have. You are also very welcome to meet with your child's teacher at other times if a concern arises. We ask that you arrange this by contacting the class teacher directly to make an appointment. You can also contact your child's class teacher using email.

Sport

["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." Ofsted 2014](#)

All children are encouraged to participate in sport. We aim to promote enjoyment, healthy exercise, sportsmanship and teamwork. Children are taught to support and encourage one another as each works to improve personal performance and contribute to the collective performance of a team. As part of the PE curriculum, different games and skills are taught as children develop through their time at the school. There is also a competitive aspect to the way school approaches sports. The school uses its sport premium funding to employ a specialist teacher of PE and is pooled with the 'cluster primary schools' to organise sporting competitions and festivals.



The school has a large playing field which provides well for many physical activities. Teams representing the school, for example in football, netball and cross-country running, all compete in matches and tournaments with other local schools. The success of our approach to PE has been recognised by the Active Mark award.

Religious education and collective worship

[“Pupils enjoy collective worship....” SIAMS 2015.](#)

Our RE syllabus is predominately based in non-denominational Christianity but recognises other religions and spiritual beliefs. We follow the scheme ‘Discovery RE’ and ‘Understanding Christianity’ which supports the Wiltshire Agreed Syllabus.

Our church foundation is an important part of our school life. We hold daily collective worship in each key stage, joining together for whole school collective worship on Fridays. Collective worship is led by staff, visitors and by the children themselves. The vicar, or a representative from Christ Church regularly conduct our collective worship. When our collective worship is led by a class or year group, parents are invited to attend.

[“Collective worship, carefully planned by the Deputy Headteacher and the Rector, centres on the values of the school as well as the Christian calendar. This means the values have a real meaning to pupils and impact strongly upon their spiritual and moral development.” SIAMS 2015.](#)

Parents not wishing their child to receive religious education in school or take part in assemblies should contact us so that alternative arrangements may be made.

PSHEE

Our Child and Family Support Worker supports us in delivering elements of both the sex and drugs education. Policies for both subjects are available on the school website. Drugs education takes place in line with the requirements of the National Curriculum. Parents are invited into school prior to the sex education lessons so that they may preview material that their child will be shown and raise any queries with staff. Parents have the right to withdraw their children from the elements of sex education not included in the National Curriculum.

Music

Music plays a very important part of life at Christ Church School. All classes from year 1 and above have a weekly music lesson with our specialist music teacher in our well-equipped music classroom. We also have excellent extra curricular opportunities for children in music and we hold several concerts a year in the Wiltshire Music Centre. Individual or small group lessons are available in a range of instruments including drums, violin, cello, piano, guitar, brass and wind instruments as well as in singing. The school is proud of its many choirs, different ensembles, bands and its full orchestra. The school won Wiltshire Choir of the Year in 2014.

Extra-curricular activities

The school offers a wide range of extra-curricular opportunities and clubs. Some are available throughout the year, others vary from term to term and some are restricted to certain year groups. They include art, athletics, ICT, chess, choir, cricket, dance, football, gardening, gymnastics, hockey, netball, orchestra, pottery and rugby. With the exception of choir and orchestra, we charge for most clubs as this has enabled us to widen the range offered by bringing in outside instructors. In the case of children eligible for free school meals or pupil premium, the cost of a club is reduced.

Special Educational Needs

[“The Inclusion Hub is well led and provides highly successful ways to make sure that all pupils have the utmost nurture and care.” Ofsted 2014](#)

Children sometimes need additional or specialist support during their school life to enable them to make progress. Some children need intervention for a short time, others for many years. We are very proud of our special educational needs (SEN) provision. Our system of informal and formal assessment and our pupil tracking data enable us to quickly identify where there is cause for concern regarding a child's progress. Our SEN policy and Local Offer sets out the step by step processes involved when supporting children with SEN. Every stage involves consultation with parents and our special educational needs coordinator (SENCo).

Strategies to support children may include a differentiated work programme, individual or small group interventions and the involvement of outside agencies as appropriate for the individual needs of the child. Our SEN leaflet, available from the school office, provides further details. Christ Church is proud of its approaches to inclusion and equality of opportunity.

[“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.” Ofsted 2014.](#)

Able, Gifted and Talented pupils (AG&T)

Our ethos is based on a firm belief in the importance of cultivating the unique abilities and potential of every child. We recognise that in some children exceptional talents or abilities can be identified which need support and development. Some children at certain stages in their school journey may perform significantly ahead of expectations for their year group. Our assessment and tracking systems enable us to recognise when this occurs and to monitor the child's continual progress.

We believe in providing appropriate challenge within the broad curriculum of the school, the emphasis being on enrichment rather than acceleration. We believe that the social and emotional growth of pupils must be encouraged alongside the development of their academic or practical abilities.

The vast majority of these children can be supported within the classroom. Our differentiated teaching approach is based on the need to provide for a wide range of abilities and needs. Exceptional talent for example in sport or music, may indicate the need to participate in external training or other activities during the school day. In such cases, parents should contact the headteacher to discuss this.

Home learning

Our approach to learning is that parents and school should work together as active partners in a child's education. We respect the valuable role that parents play in supporting their child in their schoolwork and in their learning beyond the classroom. Specifically, home learning includes reading alone or with a parent, carrying out an activity set by the teacher or completing work started at school, reinforcing key skills including number facts and spellings or researching as part of a project. Home learning develops good work habits, self-discipline and positive attitudes towards reading and discovery.

Our school leadership

School Management Team (SMT)



Neil Baker
Headteacher



Claire Hann-Perkins
Deputy Headteacher



Helen Rutt
Assistant Headteacher

“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.” Ofsted 2014

“The headteacher and deputy headteacher provide principled leadership.” SIAMS 2015

The school’s senior management team is formed of the headteacher, deputy headteacher and assistant head. They work together across the whole school. They pride themselves on being accessible to parents and while the school would encourage you to approach your child’s teacher in the first instance with any problems or concerns that you have, the senior team members are always happy to meet you should you wish to do so.

“The headteacher lives out the values of the school in a very principled manner and is highly respected.” SIAMS 2015

Governing Body (GB)

“The governing body has a good and accurate overview of the school’s strengths and weaknesses.” Ofsted 2014

“They are committed to driving improvements forward.” Ofsted 2014

School governors work with the senior management team to set the strategic direction of the school and to monitor progress towards agreed objectives.

School governors are elected, nominated or co-opted and represent parents, staff, the church and the local community. As a voluntary controlled church school, our church governors help support the school in its foundation status.

“The governors hold the school to account well.” SIAMS 2015

Meetings of the full governing body are held at least 6 times a year. Each governor holds a specific portfolio. A summary of their work can be found on the website. If you would like to become a school governor, please contact the headteacher or Chair of Governors.

Pupil Voice

“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.” Ofsted 2014

As a school we recognise the importance of the pupil voice and in including them in the decision making process. This is achieved through:

School council

Each class elects two councillors to represent them on the school council. The council meets regularly and class councillors report back to their classes so that all the children are involved in discussing the issues being considered by the council. The school council has been involved in deciding which charities the school should support, reviewing school policies, interviewing applicants for teaching posts and setting up the school’s lunchtime play initiative ‘Huff and Puff’. The school council also has its own funds and spends them in accordance with the wishes of the school council.

Digital Leaders

Digital leaders are computing enthusiasts. It is a very important role and children have to go through an interview process to become one of the school’s digital leaders. Their role is to look after the computer equipment in the school as well as help to set up the equipment for presentations and lessons. Digital leaders meet regularly to explore new technology and learn about new software, so they can teach others how to use it.

Radio Station



Christ Church Radio broadcasts to the school every Friday afternoon with shows put together by the children and these podcasts are available on the school website. The station is run by the children themselves.

Smile Buddies

Smile buddies are children who want to help and support other children at playtimes. They are trained as anti-bully ambassadors and are available for children to talk to at playtimes and lunchtimes if they have any worries or concerns. Smile buddies meet regularly and help the school council to review the school's bullying policy.



Our safeguarding, welfare and pastoral support

“There is a high degree of care shown to all....” SIAMS 2015

“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.” Ofsted 2014

“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.” Ofsted 2010

Behaviour

“The behaviour and safety of the children is outstanding.” Ofsted 2014

High standards of behaviour are expected from all the children. We believe that children behave best when they receive regular praise and encouragement. Our Golden Rules form the basis of our expectations and house points are awarded for outstanding behaviour in line with the rules. All classes operate reward schemes where children can be rewarded for individual behaviour as well as earn a ‘class reward’.

Our aim is for children to take responsibility for their actions and to understand the basis of good discipline. We aim to create an environment where everyone is safe, respected and cared for. We also emphasise the importance of respect for property, our school building and its equipment.

When behaviour does not meet the standard we expect, we apply a step by step approach to discipline. The sanctions we use can be found in our Behaviour and Sanctions Policy.

Bullying and racism

“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 bullying online.” Ofsted 2014

We take a vigilant approach to bullying and racism and take swift and firm action if an incident occurs. We will immediately inform parents and ask for their

cooperation in addressing behaviour of this kind. Neither bullying nor racism is acceptable and if you ever have any concerns we ask that you do not hesitate to raise them with us. We have produced guidelines regarding bullying for parents and children and copies of these policies are available for parents to read if they wish.

“Pupils show respect and tolerance towards those of different faiths and those of no faith.” SIAMS 2015

Health and pastoral care

Our health and pastoral care services are jointly delivered by our own Child and Family Support Worker and Wiltshire Primary Care Trust who provide a school nurse. The areas of work covered by these services include:

- issues around child and adolescent mental health
- support for physical and health needs
- working with the school on issues of child protection
- promoting healthy lifestyles
- supporting the delivery of the PSHE curriculum
- supporting families in times of extreme need.

We also offer parent drop in sessions, positive parenting courses, one to one work with children as well as working with whole families. Appointments can be made via the school office.

Child protection

Your child’s safety and welfare is of paramount importance. The school has a strong reputation within the local authority for its awareness and approach towards child protection. Christ Church has one designated safeguarding lead and two deputies.



Neil Baker
Headteacher
**Designated
Safeguarding Lead**



Claire Hann Perkins
Deputy Headteacher
**Deputy Designated
Safeguarding Lead**



Shella Robinson
Child & Family Support Worker
**Deputy Designated
Safeguarding Lead**

Schools are legally required to follow set procedures and the LEA requires the headteacher/designated safeguarding lead (DSL) for child protection to report any obvious or suspected cases of child abuse, which includes non accidental injury, severe physical neglect, emotional abuse and/or sexual abuse.

This procedure is intended to protect children at risk. The staff are also vigilant in areas of extremism, Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE). The Child Protection Policy is available in school for anyone to read. Anyone who works with children, whether paid or voluntary requires DBS (Disclosure and Barring Service formerly known as CRB) certification.

Health and safety

In order to ensure the safety of your child at key times, the main school gates are closed between 8.30am and 9.15am and again between 2.45pm and 3.40pm. The Sladesbrook entrance is also locked between 9.10am and 2.55pm every day. We would also ask you to bear in mind both the safety of children and local residents when deciding where to park outside the school when dropping off and collecting children from school. A copy of our Health and Safety Policy is available from the school office.

“There is a high degree of care and compassion shown to all within the school community and any achievement is recognised and celebrated.” SIAMS 2015

Complaints and Compliments

If anything is bothering you at any time, please discuss it in the first instance with your child's teacher. Things can usually be settled amicably in this way. If however, this does not resolve the issue please make an appointment to see the Key Stage Leader or the headteacher. If you wish to make a formal complaint there are four stages to the school's complaints procedure. A copy of our complaints procedure is available from the school office or on the school's website.

If you have experienced success in the school then please let us know. As with all aspects of learning success breeds further success. We appreciate feedback and should you wish to let the school know when you feel we have done something well or been successful with a project please do so in writing or via the office.

“They love school so much, my children want to come to school every day.” Ofsted 2014





At Christ Church we are very proud of our achievements. However we are not complacent and look for continued improvement. Christ Church is a good school with outstanding features, a school we are proud to belong to.

We welcome you to our school and wish for a happy, fulfilling and rewarding experience for many years.



Christ Church, Church of England (VC) Primary School
Aspire, celebrate and learn within an inclusive community

