

## National Society Statutory Inspection of Anglican Schools Report

### **Christ Church Church of England Voluntary Aided Primary School**

Lime Grove  
New Malden  
Surrey  
KT3 3TW

#### **Diocese: Southwark**

School's Unique reference number: 102585

Date of inspection: 22 and 25 January 2008

Date of last inspection: Juniors, June 2004, Infants, November 2001

Headteacher: Brenda Mitchell

Inspector's name with National Society inspector's number : Mandy Watson (396)

#### **School context**

Christ Church is a larger than average primary school in the centre of New Malden, formed in 2006 by the amalgamation of the infant and junior schools. It remains based on two sites. Pupils come from a variety of social and Christian backgrounds. A higher proportion than average come from minority ethnic backgrounds with a large group speaking Korean.

#### **The distinctiveness and effectiveness of Christ Church as a Church of England school are good**

Strong leadership and management ensure that Christian distinctiveness impacts in a very positive way on the school community. Christian values underpin the school's work, the experiences provided for the pupils and the relationships developed. All members of the school community feel well cared for, valued and respected. Good links with the parish church encourage and support the school's distinctiveness.

#### **Established strengths**

- the key role and strength of the headteacher, well supported by governors and staff, in leading and promoting a distinctive and effective Christian vision for the school
- the outstanding Christian ethos in which all members of the school community feel respected and valued
- the good links established and continuing to develop between the church and the school

#### **Focus for development**

- extend and embed assessment strategies in Religious Education (RE) and collective worship
- provide further areas for prayer and reflection around the school
- extend opportunities for pupils to contribute to assessment in RE and in the self-evaluation as a church school

#### **The school, through its distinctive Christian character is outstanding at meeting the needs of all learners.**

Christian values are seen as central to the life of the school and applied to everyday life. Everyone in the school community feels valued, respected and cared for. They are proud to be part of a church school. Pupils are well developed socially, confident, polite and able to voice their feelings and views. Explaining the school badge one pupil said, 'the cross on our badge goes everywhere with us, reminding us and showing everyone we belong to a church school'. Pupils are respectful of one another's cultures, religious beliefs and differences and say they want to learn from each other. They enjoy school, are keen to do their best and achieve well. All adults

are good role models. There are strong relationships between and among pupils and staff, reflecting the Christian character of the school. This is reflected in the way pupils respond to each other in lessons and assemblies and the caring attitudes of all staff. RE and collective worship contribute well to the spiritual and moral development of pupils, by building on the understanding of Christian values. Pupils show their care for others through the number of charities and events supported by the school as well as by collecting weekly for missionary work abroad. The warm and welcoming environment in both school buildings enhances its distinctive Christian character. Attractive displays such as those related to God's creation support RE, reflection and worship. Parents have high regard for the school's Christian ethos and the impact this has on their children's development as individuals.

### **The impact of collective worship on the school community is good**

Worship occupies a central place in the life of the school and underpins its Christian character. It is effectively planned across the year around Christian themes and festivals, with good support each week from the local clergy. Worship is distinctively Christian, but pupils of other faiths say they like taking part in assemblies. A reflective picture mounted on a light board, with the central table for a bible, cross, candle and flowers, set collective worship as a quiet and reflective time of the day. Pupils are interested and focused during acts of worship and join in enthusiastically with the singing and prayers. Acts of worship seen were imaginative and motivating, enabling children to relate to Jesus's life and teaching. Pupils throughout the school contribute enthusiastically in drama and discussion during worship. In the Infants during a story, pupils responded well when asked, 'What would Jesus do?' In the Juniors many pupils enjoyed taking part in the choir and recorder group which added to the good atmosphere of praise and worship. They were able to comment thoughtfully on stories pupils had written, following on from the week's theme based on The Good Samaritan and applied their learning to caring for everyone. Parents spoke positively about worship they had attended and school services held at the church throughout the year, particularly School Celebration Sunday, which they said enhanced the pupils understanding of worship. In some classes pupils' own prayers are displayed and used at different times of the school day, but there is not yet a permanent place for prayer or reflection in most classes. Pupils are able to talk about the key Christian festivals and older pupils understand and can remember the Lord's Prayer. An inviting peaceful corner for reflection, with a prayer net, has proved very popular in the Junior building. However its small space limits the number of pupils or adults who can use it each day and benefit from an opportunity for deeper spiritual development. Regular assessment for worship is at an early stage, but pupils have some thoughtful ideas about how to develop worship further and the headteacher and vicar are actively involving them.

### **Religious Education is good**

RE is significant in pupils' learning. There is good progress in learning because RE is taught as a core subject and has high status. Standards in RE are good. Pupils are often able to apply their learning in RE to other subjects and activities. The subject leaders are very enthusiastic and have clear ideas about what they need to do to enable pupils to achieve well. They are implementing staff training to support further developments in teaching RE. This includes assessment and recording strategies, which are enabling teachers to identify future planning needs to support all pupils. The subject leaders have worked together since 2006 to produce a new scheme of work using the Diocesan syllabus. This provides good continuity in learning between Infants and Juniors. Teachers plan well from the syllabus and use the plenary particularly effectively to ensure that pupils have achieved the learning objective. Pupils say they enjoy their lessons and can recall exciting learning activities. Pupils are well-behaved, focused and interested in lessons because of the varied activities and cross-curricular links that teachers introduce. In Year 4 pupils were very interested in a power point presentation about Islam, presented by a Year 5 Muslim pupil, produced by his sister the year before. Making a comparison with Christian practice, they had designed prayer corners relating also to how Christians pray and used computers to design Islamic prayer mats. They were then motivated to discuss commitment within religion and what this meant to them. A good balance of learning from and about religion was seen in all lessons observed. Pupils were able to relate their learning in RE to their own lives. In Year 3 photographs of the pupils acting the story of Jonah reminded them of prior learning about Jonah's actions and the story's message, so that they could talk to each other about the consequences of their own good

or bad behaviour. From their discussions they produced snakes and ladders games that would remind them of the consequences of good and bad behaviour when used throughout the term. Teachers do not yet fully match work to different abilities, particularly the more able. As a result pupils are not always extended in their learning. Teachers have started to use assessment strategies introduced in September and pupils' progress is now effectively recorded. However, the use of assessment by teachers to plan lessons and take into account pupils' different needs is at an early stage. The school has rightly identified assessment in RE as an area for further development. Attractive RE displays celebrate pupils' work throughout the school. In the Foundation Stage pupils enjoyed displays about 'God's wonderful world'. In Y1 an interesting interactive Creation display drew pupils to draw in the sand and think further about their own favourite things in God's world. The Year 6 display about 'Faith in Action' showed how people have made a difference to the world and the community they live in.

### **The leadership and management of the school as a church school is outstanding**

The headteacher, senior leadership and governors have a clear vision of how they intend to maintain and develop the distinctive Christian ethos of the school. Their thorough and thoughtful self-evaluation shows they have a good understanding of the school's strengths and the areas that they need to continue developing. There is strong commitment to this and considerable progress has been made in developing RE and worship since the schools' amalgamation. The impact of leadership teamwork is already obvious in good achievement and attitudes and the welcoming, inclusive school environment. The headteacher's strong Christian leadership has enabled the Infant and Junior schools to come together very successfully as a united school family. The school's Christian Mission Statement is evident around the school, in key school documents and shared with the whole school community. Parents believe the caring and inclusive ethos is rooted in the Christian character of the school and are pleased with the school's achievements. The whole school community takes a pride in their school. The partnership with the Parish Church is very successful and continues to develop. School and Church share and promote the vision of extending outreach in the community and use their newsletters and notice boards to promote each other. The youth club and holiday club are supported by both the church and the school. The spiritual health of the school is a key focus for the governors who are very committed and involved in school life. The vicar who is both a governor and a parent works closely with senior leadership. All leaders provide good role models for the community.

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