

## National Society Statutory Inspection of Anglican Schools Report

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

Pine Gardens,  
Surbiton,  
Surrey,  
KT5 8LJ

**Diocese:**

**Southwark**

School's Unique reference number: 102586

Date of inspection: 1 March 2007

Date of last inspection: June 2001

Headteacher: Miss Tracey Coton

Chair of Governors: Mr Chris Newport

Inspector's name with National Society inspector's number :Hilary Ferries 276

#### **School context**

Christ Church CE Primary School is an oversubscribed two form entry primary school in the relatively affluent area of Berrylands. The school roll has grown in the past few years and the admissions criteria mean the school draws pupils from a wide area. Approximately 30% of families attend local churches regularly and 7% of the learners are from other major world faiths.

#### **The distinctiveness and effectiveness of Christ Church CE Primary School as a Church of England school are outstanding**

The school has identified six key Christian values which underpin all areas of school life. They are displayed around the school and contribute to the Christian ethos. The vision of governors and leadership team is for all learners and staff to experience a community that celebrates a Christian faith and they have created a vibrant and dynamic learning community where this is lived each day.

#### **Established strengths**

- Outstanding leadership at all levels that is reflective, has clear vision and seeks and acts upon the views of all stakeholders to ensure success
- The very strong Christian ethos, based on the core values, where everyone is valued, learners have very positive attitudes and all enjoy excellent relationships
- The close relationship with the local church

#### **Focus for development**

- Embed the new scheme of work for Religious Education (RE)
- Complete the introduction of assessment in RE based on the levels of attainment

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

The very strong Christian ethos permeates all areas of school life. The mission of the school is expressed in its six core values which are displayed around the school and known by the pupils. These are: Forgiveness, Love for All, Being Thankful, Honesty, Celebration and Fairness. These form the basis of all policies, routines and areas of development. Learners speak very positively about their school. They feel safe, secure and valued. 'Our school is welcoming because every child is treated fairly and teachers teach us to treat others caringly.' There are established, effective systems for learners who are having difficulties and learners feel confident that their

concerns will be addressed.

Opportunities for Spiritual Moral Social and Cultural development (SMSC) are outstanding. They are woven through the curriculum and daily life of the school. Recently the school has organised its own 'Spirited Arts' competition and the entries displayed around the school show a high level of spiritual development and reflection. The prayer garden and 'Garden of Eden' were designed and constructed in an arts week and are maintained and used well. Learners feel comfortable talking about their beliefs and feelings and listen to each other with respect. Behaviour in school is excellent. The policy is based on the Christian premise of a fresh start and forgiveness and learners are aware of right and wrong.

The school council is a powerful body and its views are taken seriously. They meet fortnightly, run very organised meetings and have presented learner views to governors. Year 6 lead the welcome evening for new parents which gives a strong message to potential parents. Their presentation stresses the Christian nature of the school. Cultural diversity is celebrated and all questionnaires completed by learners show they feel that all faiths are respected.

Relationships between staff and pupils and between pupils are excellent. Learners feel valued and supported by the staff at the school.

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

There is a clear pattern for the daily act of worship. The leadership team and clergy meet to draw up the themes for each term which include the church year, the Social, Emotional Attitudes to Learning (SEAL) materials which form the basis of the school's Personal, Social, Health and Citizenship Education (PSHCE) syllabus and other important school events. There is a format for worship which is used consistently by all staff every day and gives learners a sense of occasion. Acts of worship are well planned. Learners have been asked their view of worship and say they enjoy the interactive elements. This has been acted upon and learners are often involved. Learners interviewed believe that worship is a vital part of school life and 'helps us learn more about God and Jesus'.

The school attends church at the end of each term. Events such as Education Sunday are also celebrated at the church. Members of the church lead Bible Groups after school and at lunchtime. There are very strong links between church and school. The vicar comes into school to offer pastoral support and there are 'prayer chains' for the school. A member of the clergy team leads worship at least fortnightly and church staff follow the school theme which makes it relevant to the learners. Church holiday clubs are held in the school and are well attended.

Worship observed had a clear Christian message which learners interviewed later in the day could remember. Learners entered quietly and there was a clear start and end to the worship. They stayed engaged for the length of the session and there was a great deal of interaction.

Every classroom has a prayer corner and prayers are said at specific times during the day. In school questionnaires learners comment about the use of prayer 'I feel loved when I pray because I know God is keeping me safe'.

The quality of worship is monitored and evaluated regularly by governors and discussed at their meetings. There are two withdrawals from worship and provision is made for these learners.

### **Religious Education is good**

RE is a focus of the current School Improvement Plan. The school is introducing a new scheme of work which is a combination of the Local Authority and the Diocesan scheme. It ensures a good balance of learning about and learning from religion. The scheme is predominantly Christian with one other major world faith covered each year and some units based on themes that explore several religions. Learners interviewed say they enjoy the new scheme because it is more interesting and exciting. Consultation with learners showed that they would like more art and creative opportunities in RE and these have been introduced. Teachers are evaluating the

planning each term to highlight the successful elements which will be used for following years and the coordinator (the headteacher) has mapped out the curriculum to manage the change to the new curriculum smoothly. Learners from the higher year groups have not had a broad and balanced RE curriculum in the past. The school has addressed this by introducing RE focus days in addition to weekly RE lessons. These focus days enhance the learners' RE knowledge and understanding which is reflected in discussions about their work.

The quality of teaching in RE overall is good. Teachers plan well and lessons engage learners who say they enjoy the different range of activities, especially art and drama. There is a good balance of learning about and learning from religion. In Year 1 learners acted out the ride into Jerusalem on Palm Sunday enthusiastically and discussed feelings of the characters confidently. Good use is made of the interactive whiteboards, for example in Year 6 where learners were looking at photos of the natural world and discussing them.

Every lesson has an 'OLI' (Our Learning Intention) and work is consistently marked in light of these. Learners know how well they have done and what they need to do improve. However standards and achievement in RE are not as high as they could be because the OLIs are not linked explicitly to the levels of attainment. When pieces of work are assessed against national expectations they do not reflect the very high standards of which learners are capable. The school has introduced 'I Can' statements which are linked to levels. The staff are working together as a team to develop this and have already seen a rise in standards.

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

The headteacher and governors have a very clear vision and this is communicated well to all staff, parents and learners. The six key values are at the centre of everything the school does. The headteacher's Christian leadership has created a strong school family where pupils are proud of their school and all it achieves. Governors share the vision and are involved in the school, both with pastoral support and prayer as well as being critical friends. They know about the strengths and development areas for the school because they are closely involved in the monitoring and evaluation of all areas of school life.

The headteacher is an excellent coordinator of both RE and Collective Worship. She is leading the introduction of the reviewed scheme of work which is going very smoothly and her regular monitoring of RE lessons have enabled her to plan how to improve the subject further. She has collected views from learners and these have helped her to improve the quality of RE and make it relevant to all learners. The work on assessment has already led to higher standards in the subject and all teachers are using the new systems.

The leadership team work very well together, have clear roles and are very effective. The deputy head has developed a powerful and confident school council who feel their voice counts.

There are strong links and excellent partnership with the local churches. The church prays regularly for the school, both through prayer lines and in services. Parent questionnaires show that parents value the school and its ethos. As one parent said: 'my son loves school and would like to go on Saturday and Sunday'.