

# Christ Church Hanham CofE Primary School

Memorial Road, Hanham, Bristol BS15 3LA

## Inspection dates

22–23 May 2019

|  |                             |
|--|-----------------------------|
| <b>Overall effectiveness</b>                 | <b>Requires improvement</b> |
| Effectiveness of leadership and management   | <b>Requires improvement</b> |
| Quality of teaching, learning and assessment | <b>Requires improvement</b> |
| Personal development, behaviour and welfare  | <b>Requires improvement</b> |
| Outcomes for pupils                          | <b>Requires improvement</b> |
| Early years provision                        | <b>Good</b>                 |
| Overall effectiveness at previous inspection | <b>Good</b>                 |

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders, including governors, have taken too long to establish improvements. As a result, pupils are not making enough progress in mathematics, reading and writing in key stage 2.
- Although leaders have recently secured improvements in the quality of teaching, it is still too variable from class to class. Teachers' expectations are not consistently high enough, which results in key stage 2 pupils not achieving the expected standard for their age.
- Teachers' expectations are too low in some year groups. Teaching activities do not consistently motivate or challenge pupils sufficiently. As a result, pupils do not make the progress they should.
- Over the last three years, disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) have made less progress than their peers nationally in reading, writing and mathematics. Leaders are implementing strategies to make the necessary improvements.
- Middle leaders have strong subject knowledge. However, several middle leaders have recently joined the school and, consequently, their actions have yet to improve pupils' achievement.
- Assessment of pupils' work is not used consistently and successfully to provide learning that challenges pupils. Pupils struggle to apply what they already know to new learning.

### The school has the following strengths

- The early years provision is effective in providing children with a good start to school.
- Newly appointed co-chairs of governors have a clear understanding of the school's strengths and areas for development. They hold leaders to account.
- Pupils are polite, well mannered and demonstrate high levels of respect.
- Senior leaders and recently appointed middle leaders are working with determination to achieve success for the school.
- Leaders have ensured that the work to support pupils' spiritual, moral, social and cultural development benefits pupils and prepares them well for the future.
- The leader of English has taken appropriate action to improve the teaching of reading.

## Full report

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

- Improve the effectiveness of leadership and management, including governance, by ensuring that:
  - governors maintain the momentum in their challenge to leaders, particularly the impact of the additional funding provided for disadvantaged pupils
  - the quality of plans and provision to support pupils with SEND is carefully checked and enables pupils to make strong progress and fulfil their potential
  - middle leaders develop their skills and expertise so that they have a greater impact on improving standards in their areas of responsibility
  - senior and middle leaders raise their expectations of staff and pupils so that the quality of teaching and pupils' progress are at least good across the school.
- Improve the quality of teaching and improve pupils' outcomes in key stages 1 and 2 by:
  - raising the expectations of teachers to ensure that pupils make strong progress in reading, writing and mathematics
  - ensuring that vulnerable pupils, including pupils with SEND and disadvantaged pupils, have the appropriate resources to access learning
  - ensuring that teachers use assessment information accurately to set tasks that match pupils' needs so that they make good progress.
- Improve pupils' personal development and welfare by ensuring that teaching motivates and interests pupils so that they are motivated to learn.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Current leaders are working effectively to improve teaching. However, the historical pace of improvement has not been rapid enough. This has resulted in outcomes for pupils in key stage 2, in reading writing and mathematics, being well below the national averages.
- Leaders have developed assessment systems to track pupils' progress more rigorously. Leaders' scrutiny identifies pupils, particularly in Year 4, who fall behind, so that additional support is put in place. As a result, some gains are being made and pupils are beginning to catch up.
- Leaders ensure that the curriculum provides a wide range of opportunities for pupils' spiritual, moral, social and cultural development. Pupils study different religions and enjoy learning about world faiths from their peers. They learn about other cultures through art and music, as well as through celebration days, such as the Chinese New Year. Pupils contribute to the life of the school and beyond, including through charity work.
- Due to the decline in outcomes, the local authority has provided the school with the support and challenge needed to halt a further decline in standards. School leaders are not reliant on this support and have brought about improvements, particularly in writing. The progress of current pupils is improving, but this is not yet sufficient to overcome the legacy of weak teaching. The shortfall is particularly evident in the progress of disadvantaged pupils and pupils with SEND.
- Leaders have addressed some of the points for improvement following the last inspection. A whole-school approach to the teaching of writing, including grammar, spelling and punctuation, has been implemented and monitored by the English leader. This has resulted in some good-quality writing in pupils' workbooks and in other subject areas, including geography, history and science. However, this is not consistent throughout key stage 2.
- The deputy headteacher, responsible for disadvantaged pupils, is taking effective action to ensure that she has a clear and succinct understanding of the barriers to learning. As a result of a rigorous monitoring cycle, pupils' books and the school's tracking data show that disadvantaged pupils are now making improved progress, so that the differences are diminishing between their progress and that of other pupils.
- The special educational needs coordinator (SENCo) is knowledgeable about the needs of pupils with SEND. Funding is now used effectively to provide the resources necessary to support speech and language, as well as social, emotional and specific areas of learning. This is beginning to show some initial impact but has not yet improved outcomes for pupils overall, particularly in key stage 2.
- Leaders support staff, including newly qualified teachers, to develop their skills through training and professional development opportunities.
- The additional physical education (PE) and sport premium is used well. There is a marked increase in the number of pupils who join extra-curricular sports clubs.

- A large majority of parents who responded to Ofsted’s online questionnaire, Parent View, would recommend the school. However, a minority of parents raised concerns about the leadership of the school.

### **Governance of the school**

- Until recently, governors did not hold school leaders to account well enough. As a result of the changes to the governing board, the newly appointed co-chairs have made recent staff appointments and completed a leadership restructure. Leaders’ roles and responsibilities are now clearly defined so that leaders, at all levels, are held to account.
- Governors have an accurate view of the school’s strengths and areas for improvement. Governors are astute in verifying senior leaders’ assertions through reviewing external reports. Verification is also supported through governors’ collaboration with the local authority. Governors are keen and enthusiastic. They are proud of the school and are motivated to make the changes necessary to ‘get it right’ for pupils. They have raised the level of accountability at all levels, which has resulted in some staffing turbulence.
- Governors effectively carry out their statutory duties for safeguarding. They ensure that pupils are safe and staff are recruited with careful consideration.

### **Safeguarding**

- The arrangements for safeguarding are effective. Appropriate checks are made to ensure that all staff are suitable to work with children. The school’s single central record meets requirements.
- The school has a strong safeguarding culture which places pupils at the heart of its work. Leaders care passionately about the welfare of every pupil and do everything to ensure that pupils are safe.
- Staff receive regular and appropriate training that reflects recent government guidance to make sure that pupils are kept safe.
- All staff who completed the Ofsted staff questionnaire and the majority of parents who completed Ofsted’s online questionnaire said that pupils are safe. Systems to keep pupils safe are appropriate and well managed.
- Pupils learn how to keep themselves safe, including when using the internet. This is achieved through assemblies and the curriculum, including personal, social and health education (PSHE), as well as through school projects, such as road safety with the local police community support officer.

### **Quality of teaching, learning and assessment**

### **Requires improvement**

- The quality of teaching, learning and assessment across the school is too inconsistent. Over time, the teaching of reading, writing and mathematics has not enabled pupils to make good progress.
- Recent developments in teaching are beginning to have a positive effect. The use of high-quality class texts for reading is helping pupils to develop their skills and improve

their vocabulary. This is impacting positively on pupils' writing. For example, in Year 4, improvements made to pupils' work resulted in vivid descriptions.

- Recent changes to the teaching of reading mean that teachers plan carefully to meet the needs of pupils. As a result of high expectations and teaching that challenges pupils, reading skills, especially those of the most able pupils, are strong. Pupils can confidently infer meanings and explain moral issues in the texts they are reading.
- Teachers plan learning so that pupils can apply their English and mathematics skills in a range of different subjects. For example, in science, pupils in Year 5 used their mathematical skills to support their investigation into air resistance. In a history lesson, Year 6 pupils used their English skills to write an explanation of Victorian Christmas traditions. As a result, pupils consolidate learning and deepen their understanding in a range of different contexts.
- The teaching of mathematics is improving. Work seen in pupils' books and the inspectors' observations of teaching show that pupils are increasingly able to tackle more challenging concepts. Teachers provide regular opportunities for pupils to apply their mathematics skills to problem-solve and explain their reasoning.
- Overall, pupils demonstrate a keenness to learn. However, when pupils are provided with learning which does not challenge them sufficiently, they lose focus and are less productive.
- Teachers do not consistently provide pupils with the support they need. As a result, lower-ability pupils in lower key stage 2 do not make the progress that they should.
- Teachers do not consistently have high expectations of pupils. Some pupils are too slow to settle to their work and are over-reliant on adults. As a result, some pupils, including pupils who are disadvantaged and pupils with SEND, become disengaged and their progress stalls.
- The needs of pupils with SEND are met through the deployment of teaching assistants. Provision is largely well organised, based on each individual pupil's needs, so that they can access learning. However, this is not yet consistent across the school.
- The teaching of phonics is, typically, effective. Where teaching is strong, secure subject knowledge and assessment of prior learning have led to suitable challenge. This results in high levels of engagement and good progress. Where adults are less confident or where the texts used to support learning are not accurately pitched, this hampers the progress that pupils make.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are polite and listen to each other's point of view. They treat each other and adults with respect. They are welcoming to visitors and confident in engaging in discussions. They hold the door open for adults and are well mannered.
- Pupils who spoke to the inspector said that they enjoy school and feel safe. They understand how to use the internet safely. To help keep them safe, pupils take part in road-safety training and learn how to ride a bike safely.

- Pupils attending the school's breakfast club enjoy the activities, including additional extra-curricular sports clubs, that the school offers. They are well cared for and kept safe. Pupils know that if they have any worries, anxieties or concerns, staff will support them.
- Pupils are encouraged to develop healthy lifestyles. Year 6 pupils are knowledgeable about how their choices influence their health and well-being. At lunchtimes and breaktimes, there is a range of activities for pupils to do and a 'buddy bus stop' for anybody who is in need of a friend.
- Leaders promote British value wells. Pupils have an accurate understanding of what it means to live in a democratic society. This is reaffirmed by the voting system used to appoint student council members and house captains. Pupils who spoke to the inspector spoke confidently about individual liberty and how they demonstrate respect for, and tolerance of, those with different faiths. One pupil's response, typical of many, was to tell the inspector, 'Even if we don't have a faith, we still bow our head during prayers in assembly to be respectful.'
- Pupils are keen to support charities and are currently raising money for a defibrillator.

## Behaviour

- The behaviour of pupils requires improvement. On the whole, pupils show positive attitudes to learning and are keen to succeed. However, where teaching does not meet pupils' needs well enough, they often become disengaged and cause low-level disruption which impacts on their peers. This leads to wasted learning time.
- Leaders have secured improved attendance rates overall, bringing the school in line with the national average. Disadvantaged pupils' attendance has improved due to the actions that leaders have taken.
- Leaders have rigorous systems in place to spot patterns of negative behaviour from pupils. They monitor different types of behaviour and deal with incidents swiftly and with suitable stringency. As a result, occurrences of poor behaviour and derogatory language are rare.
- Most parents who completed Ofsted's online survey, Parent View, believe that pupils are well behaved.

## Outcomes for pupils

## Requires improvement

- In 2017 and 2018 at key stage 2, all groups of pupils made slow progress in reading, writing and mathematics. As a result, levels of attainment in reading and mathematics have been below average. In the previous two years, the school was in the bottom 20% of all schools nationally for progress in reading, writing and mathematics across key stage 2. Current workbooks, however, show encouraging signs that pupils are making better progress so that attainment is close to the national average.
- In 2018, attainment in writing in key stage 2 improved to be above the national average. Current pupils take pride in their written work, and their presentation is typically of a high standard across the school.

- In the majority of year groups, disadvantaged pupils are now making good progress in reading, writing and mathematics. The school is working successfully to diminish the difference between disadvantaged pupils and other pupils.
- Pupils' books demonstrate that literacy skills and mathematics skills are being reinforced in other subjects, including geography and science. This is evident across most year groups and is having a positive impact on standards, particularly in writing.
- Pupils with SEND make good progress towards their individual targets. Workbooks show that the gap is beginning to diminish between pupils with SEND and other pupils.
- In 2017 and 2018, the proportion of pupils who reached the expected standard in the Year 1 phonics screening check was at least in line with, or better than, the national average. The average mark for phonics was higher than the national average.
- In 2018, attainment in science in key stage 2 was in line with the national average and, in key stage 1, above it. Work in books indicates that pupils are continuing to make good progress in this subject.

### Early years provision

**Good**

- The early years leader has worked closely with staff to improve the quality of provision in Reception. Outcomes have remained in line with the national average. The early years provision is a strength of the school.
- Central to the success of the setting are the positive relationships that staff have with children. Adults support children's social and emotional development extremely well. Inductions are managed well so that the children's start to formal education is positive. Children are happy, settled and motivated to learn.
- The quality of teaching is good because teachers use assessment to plan learning that is specific to the interest and needs of the children. For example, a focus on learning through a 'dinosaurs' topic has motivated and inspired boys, in particular, to write for a purpose.
- Teachers' high expectations for children are evident. Adults act as good role models for children. They are actively involved in role play and develop children's thinking and vocabulary when they are playing. Staff ask good questions to challenge them and extend their learning. Children choose activities independently and demonstrate perseverance and concentration for sustained periods of time.
- In mathematics, children develop and deepen their understanding through a wide range of practical activities. These include measuring and comparing lengths outside, as well as using small objects to support adding numbers.
- Basic skills in reading and writing are taught effectively. Children are motivated to apply their phonics well in written work. Their letter formation and handwriting develop well over time.
- Links with parents are strong. The school has established good links with families, which, in turn, have a positive impact on children's learning. Parents are fully encouraged and supported to play a part in their child's development. This has resulted in the early years leader providing packs for parents to complete at home. In addition, parents have regular access to the school's online learning journeys.

- Safeguarding arrangements in the early years are effective. Children feel secure and safe. Relevant staff hold paediatric first-aid certificates and follow safeguarding procedures with the same rigour as the rest of the school. Welfare requirements in early years are met.

## School details

|                         |                       |
|-------------------------|-----------------------|
| Unique reference number | 109163                |
| Local authority         | South Gloucestershire |
| Inspection number       | 10056189              |

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

|                                     |  |
|-------------------------------------|--|
| Type of school                      | Primary  |
| School category                     | Voluntary controlled   |
| Age range of pupils                 | 4 to 11  |
| Gender of pupils                    | Mixed  |
| Number of pupils on the school roll | 371  |
| Appropriate authority               | The governing body   |
| Chair                               | Nikki Stephens and Rebecca Amesbury  |
| Headteacher                         | Ian Hutton   |
| Telephone number                    | 01454 867145   |
| Website                             | <a href="http://www.christchurchhanhamprimaryschool.co.uk">www.christchurchhanhamprimaryschool.co.uk</a> |
| Email address                       | <a href="mailto:office@christchurchhanham.org.uk">office@christchurchhanham.org.uk</a>                   |
| Date of previous inspection         | 10 May 2018  |

## Information about this school

- The school was inspected in May 2018. The inspection outlined some key areas for leaders to address. It did not change the school's overall effectiveness grade.
- A section 48 inspection to evaluate the distinctiveness and effectiveness of Christ Church Hanham CofE Primary as a Church of England school took place in November 2014.
- Christ Church Hanham CofE Primary is much larger than an average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils eligible for support through the pupil premium funding is below that found nationally.
- The proportion of pupils with SEND is above that found nationally.
- The proportion of pupils with an education, health and care plan is above that found nationally.

- The school provides a breakfast club.
- The school has received support from the local authority to develop the quality of teaching and learning and leadership capacity.

## Information about this inspection

- Inspectors observed pupils' learning in parts of lessons. Some of these observations were undertaken jointly with senior leaders.
- Inspectors listened to two groups of pupils read and talked to them about their reading.
- Inspectors observed pupils' behaviour in lessons, around the school and at breaktimes and lunchtimes.
- Inspectors spoke formally with two groups of pupils, as well as talking to pupils in lessons and around the school. They also took into account 89 responses to Ofsted's online pupil survey.
- Inspectors examined the quality of work in pupils' English, mathematics, science and topic books. Inspectors also reviewed the work in children's early years learning journals.
- Discussions were held with the headteacher, deputy headteacher and other school leaders. Inspectors met with newly qualified teachers to gather their views on safeguarding, professional development and pupils' learning. Inspectors also took account of the views expressed in the 21 responses to Ofsted's online staff survey.
- The lead inspector met with five members of the governing body. She spoke separately with the co-chair of governors and chair of standards committee. A meeting was held with a representative from the local authority.
- Inspectors reviewed a wide range of documentation, including the school's self-evaluation and improvement plans, information about current pupils' attainment and progress, leaders' monitoring records on the quality of teaching and learning, records relating to safeguarding, behaviour and attendance, minutes of governing body meetings and information on the school's website.
- Inspectors took into consideration the 81 responses to Parent View and the free-text responses received during the inspection. Inspectors spoke to parents at the beginning and end of the school day.

## Inspection team

|                              |                  |
|------------------------------|------------------|
| Wendy D'Arcy, lead inspector | Ofsted Inspector |
| Simon Bissett                | Ofsted Inspector |
| Patricia Dodds               | Ofsted Inspector |

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