

Inspection of Christ Church Church of England Primary School

Baker Street, Weston-super-Mare, Somerset BS23 3AF

Inspection dates: 23 and 24 May 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy attending Christ Church Church of England Primary School. They describe the school as a place where everyone can be themselves. Pupils understand how the school's values help them to be kind and understanding of others. Parents and carers comment positively about the role the school plays in the local community and the way in which staff help children settle into school life.

Staff have high expectations for pupils' behaviour and conduct. Pupils respond well to the structures and routines that are in place. They are polite and well mannered. This starts in the early years, where children listen carefully to staff, are respectful and behave well.

Pupils feel safe. They value the positive relationships they have with staff. Pupils say that adults support them when they need to share or understand their emotions. They trust adults to resolve any disagreements that may happen, in a kind and sensitive way.

Pupils enjoy the range of clubs that are on offer to them such as multi-sports, yoga and chess. They value becoming eco-councillors, anti-bullying ambassadors and members of the school council. Pupils say that these roles make them feel proud and help them to improve their school.

What does the school do well and what does it need to do better?

Leaders understand the school's strengths and areas to develop well. They are ambitious about what pupils can achieve. They have created a curriculum that reflects their aims and interests pupils, including those with special educational needs and/or disabilities (SEND). As a result, pupils learn well across many areas of the curriculum.

Reading is a priority in the school. Pupils read a range of texts with increasing accuracy and fluency. They say that reading helps them to 'spark' new thoughts and inspires them to understand how life works. Pupils enjoy listening to adults read stories to them. They talk confidently about how teachers help them to develop their understanding of issues such as racism.

Children begin learning phonics as soon as they start school. They learn and remember new sounds well. Staff benefit from the training they receive to teach phonics effectively. Books that pupils read match the sounds they learn which helps them to gain confidence. If pupils fall behind, they receive the support they need to help them catch up quickly.

Leaders have designed and sequenced the mathematics curriculum well. This starts in the early years. Staff help pupils to develop their mathematical vocabulary. As a result, children confidently use words like 'one more' or 'one less' when describing patterns in number. Teachers routinely check on pupils' learning. This enables pupils

to use their mathematical understanding and knowledge well to solve more complex problems.

A few subject curriculums are not as well developed. Leaders have not made clear the key knowledge that pupils need to learn. As a result, pupils do not learn as well as they could. For example, in history, pupils recall simple facts about evacuation and rationing. However, they cannot successfully connect this to their previous learning or build knowledge between concepts such as invasion. This hampers the progress that some pupils make.

Leaders are ambitious for pupils with SEND. Staff know pupils well. Leaders work closely with outside agencies to make sure that these pupils receive the help they need. Individual pupil plans are precise. As a result, most pupils with SEND learn the same curriculum as their peers effectively.

Pupils have positive attitudes to their learning, including in the early years. Children are eager to learn, take turns and play well together. The environment in classrooms and around the school is calm and purposeful.

Leaders' work is helping to improve attendance for many pupils. They talk to parents to understand the reasons for absence and promote the importance of good attendance. However, some pupils' learning is hindered due to high rates of absence.

Leaders support pupils' personal development well. Pupils understand that a good friend needs to be caring, loyal and trustworthy. They talk confidently about the importance of treating everyone equally and keeping fit, both physically and mentally. Pupils develop their character by raising money for charities or by picking up litter in the local community. They say this helps them to help others.

Trustees and governors are ambitious for the school. They accurately understand what the school does well and where it needs to improve. They robustly hold leaders to account for their actions. Staff, including those who are new to teaching, enjoy working at the school. They value the team spirit. Staff appreciate how leaders consider their workload and support their development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that keeping children safe is everyone's responsibility. They provide staff with up-to-date safeguarding training. Staff use this well to spot the signs that indicate a child might be at risk and act quickly. Leaders work well with a range of professionals to help vulnerable pupils and their families.

Pupils know how to stay safe online. They understand the importance of not sharing personal information.

Leaders carry out appropriate checks on the suitability of staff to work with pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some wider curriculum subjects, leaders have not identified the precise knowledge that pupils need to know and remember. This prevents pupils from building their learning over time. Leaders need to ensure that the key knowledge pupils must know is identified and learning is sequenced effectively so that pupils know more and remember more over time.
- The attendance of some pupils is still too low. These pupils do not learn the curriculum well. Leaders need to strengthen the work they are doing to improve the attendance of children who are persistently absent.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144920
Local authority	North Somerset
Inspection number	10256610
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	Board of trustees
Chair of trust	Tristan Cogan
Headteacher	Emma Bray
Website	www.christchurchprimaryschool.org
Date of previous inspection	15 and 16 February 2022, under section 8 of the Education Act 2005

Information about this school

- Christ Church Church of England School is designated as having a religious character and is part of the Diocese of Bath and Wells. The last section 48 inspection took place in May 2019, when the school was judged to be good.
- The school is part of the Kaleidoscope Multi Academy Trust.
- The school has a breakfast club provision.
- The school uses one registered and two unregistered alternative provisions.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, subject leaders, the special educational

needs coordinator, staff, pupils and representatives from the trust.

- Inspectors carried out deep dives in the following subjects: reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- Inspectors spoke to leaders about the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. The lead inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View. They also took into consideration the staff and pupil surveys.

Inspection team

Ben Jordan, lead inspector

His Majesty's Inspector

Helen Torrance

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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