



**Southwark Diocesan
Board of Education**

**STATUTORY
INSPECTION OF
ANGLICAN SCHOOLS**



The National Society

Name and address of school : **Christ Church C E Primary School**
 Pine Gardens
 Surbiton
 Surrey
 KT5 8LJ

Type of school: Voluntary aided
 Diocese: Southwark
 School's Unique reference number: 102586
 Date of inspection: 30 November and 3 December 2009
 Date of last inspection: March 2007
 Headteacher: Tracey Coton
 Chair of Governors: Chris Newport
 Inspector's name with National Society inspector's number : Daphne Gibbs 210

School context

Christ Church is a larger than average, oversubscribed primary school situated in the relatively affluent area of Berrylands, in the Royal Borough of Kingston. A large proportion of pupils are from White British backgrounds. The number with special educational needs and/or disabilities and with statements of special educational needs is below the national average. Approximately six pupils per class are from Church families. In September 2008 and 2009 the school accepted additional reception bulge class intakes.

The distinctiveness and effectiveness of Christ Church as a Church of England school are outstanding

Strong Christian values underpin life at Christ Church. Every child really does matter. They are treated as valued and respected individuals. Carefully targeted support enables the pupils to grow socially, morally and spiritually. The outstanding leadership shares a strong vision for the school. They are always seeking ways to improve in order to achieve their aim of educating 'the whole child in the context of a caring, inclusive Christian community'.

Established strengths

- an inclusive Christian ethos which places the children at the heart of all that Christ Church does and respects them as individuals
- distributive leadership which creates strong teams and ensures the Christian vision is put into practice
- Collective Worship which is varied and fun and provides opportunities for

Focus for development

- to embed the new Religious Education (RE) schemes of work and assess their impact on teaching and learning
- to deepen understanding of Anglican tradition and practice
- take advantage of the appointment of a new incumbent to strengthen and develop the already positive relationship between church and school

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

Six core Christian values underlie the ethos of Christ Church – being thankful, celebration, fairness, forgiveness, honesty, and love for all. They are fully embraced by the children and displayed throughout the school. The Chair of Governors feels that the children themselves exemplify these values. The incumbent commented that it is more than ‘lip service’ – ‘they live by it’. He also felt that these clear Christian values ‘were transferable for those who are not Christians’. The inspection evidence verified this. Each child is treated as a special individual. Diversity is celebrated. As the children say ‘we are taught that everyone is different, everyone has their own talents.’ Rigorous assessment results in carefully targeted support which enables learners to flourish spiritually, morally, socially and culturally. A stimulating curriculum and extra enrichment activities also contributes to growth. This also extends the children’s experiences and understanding in preparation for their role as citizens of the future. There are high standards and high expectations. Pupil voice is a priority. They are given responsibility. They become peer mediators, buddies and serve on the School Council. Relationships are warm and respectful and built on trust reflecting the caring Christian values of the school. One child had written ‘at school we are so safe because of all the teachers around us’. The quality of the school environment, the attention to detail and the high standard of maintenance of the buildings further enhances the Christian ethos. It shows the children that the school leadership think only the best is good enough for them. The children are proud of their surroundings particularly their prayer garden and the displays where the whole school has had an input. They felt they had received ‘recognition’ through taking part.

The impact of collective worship on the school community is outstanding

Collective Worship is a very special time at Christ Church and underpins the Christian character of the school. This is illustrated by the attitude of the children. They are quiet and respectful. They know what is expected of them and how they should behave. They say it is a ‘time to reflect’ even for those who do not have a faith. Learners feel personally involved. ‘I am alone and talking to God’ said one child. ‘Assemblies can reassure us when we are in a sticky situation’ said another. All staff participate fully in Collective Worship. They act as role models so that together both learners and staff can derive inspiration, spiritual growth and affirmation from worship. Music is an important element in the worship life of Christ Church. The whole school sing together with verve, enthusiasm and joy. A variety of different people leads Collective Worship including speakers of different faiths. The children say they enjoy this mixture. It is fun. Understanding of Anglican traditions and practice is effectively promoted through the input of the local clergy. They lead worship reflecting Anglican tradition and run the weekly Bible club and Easter holiday club. The children themselves can talk about key Christian festivals and the church year but this knowledge is not yet developed at sufficient depth. The prayer life of Christ Church is strong. Each class has an obvious prayer corner with valued contributions from the children including those of other faiths. One child was happy to address Allah. Special school and community prayers have been composed. A

parents' 'Prayer and Pastry' group has recently been established. Prayers are requested by the school community in times of need.

Religious Education is good

Standards in RE are good and comparable to learning in other core subjects. Children make very good progress. The lessons observed showed warm, relaxed and respectful relationships. Particularly in the older classes, an atmosphere had been created where teacher and pupil talked as equals. Many faceted sessions engendered enthusiasm, involvement and challenge and encouraged spiritual and moral development. Questioning was used effectively to promote higher order thinking. Children of other faiths were actively encouraged to participate. When discussing Advent, one teacher asked individuals about their own festivals of light or important celebrations. Genuine interest was shown. The children were relaxed and happy to respond. Learners say teachers make RE interesting and they particularly appreciate the cross curriculum links which contribute to the distinctive Christian character of the school. This was borne out by the inspection. They feel it teaches them about 'forgiveness' and 'educates you about different cultures and religions'. This promotes understanding and community cohesion. The school values pupil feedback. The children are asked to complete questionnaires on RE so that any issues raised can be addressed. There is a special one for children of other faiths. A recent survey showed that RE is one of the subjects parents are most happy about. The focus for development from the last report identified the need to embed the new schemes of work for RE and to complete the introduction of assessment. Unfortunately due to historical factors this has only just taken place so the issues remain the same. The current school improvement plan shows details of how these concerns will be addressed. Assessment formats have recently been developed and are currently being monitored to assess the impact of the new schemes of work on teaching and learning.

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

The distinctive Christian values are owned by the whole school community. They are emphasised in documentation and proclaimed throughout the school environment. The vision is strong. It comes from the top. Members of the senior management team are seen as role models. The children talk of the headteacher as working hard for them; of having a 'great understanding of forgiveness' and being able to set them on the 'right path to change'. Distributive leadership creates strong teams and ensures the Christian vision is put into practice. The governors are 'on the ball' commented the incumbent. They challenge and drive continued improvement always making child-centred decisions. All members of the school community are encouraged to be part of the process through such groups as the parent and school councils. Christ Church is committed to the continual professional development of staff so preparing for future school leadership. A member of staff is at the moment shadowing the RE co-ordinator (the headteacher) and will shortly take over full responsibility. Relationships with parents are strong. The church and the school work well together for the benefit of the children, the Vice Chair of Governors acting as a strong link between the two. The recent appointment of a new incumbent presents an opportunity for this relationship to be strengthened even further. The children are encouraged to become actively involved in the local and wider community. They sing to the elderly, visit local businesses, participate in borough wide activities and raise funds for local projects. The school values its links with near by cluster schools. Christ Church through its comprehensive system of monitoring, evaluation and review has an accurate view of its strengths and priorities. Self-evaluation is sound and realistic. This, coupled with the governors' determination 'not to rest on their laurels for one second', indicates that Christ Church has the capacity to improve, develop and grow even more as a Church

school.

November/December 2009 SIAS report, Christ Church CE Primary School, Pine Gardens, Surbiton, Surrey KT5 8LJ