

# Christ Church Primary School, Hampstead

## Inspection report

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Unique Reference Number	100028
Local Authority	Camden
Inspection number	323215
Inspection dates	30 April 2009
Reporting inspector	Kekshan Salaria (HMI)

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

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Type of School	Primary
School category	Voluntary aided
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School (total)	181
Appropriate authority	The governing body
Chair	Mr Geoffrey Palmer
Headteacher	Mrs Katy Forsdyke
Date of previous school inspection	27 April 2006
School address	Christ Church Hill London NW3 1JH
Telephone number	020 7435 1361
Fax number	020 7794 5148

Age group	4-11
Inspection Date(s)	30 April 2009
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

Inspectors evaluated the overall effectiveness of the school and investigated achievement and standards, the personal development and well-being of pupils, the quality of provision, and leadership and management. Inspectors met with staff, governors and pupils. Parts of some lessons were observed; parents' questionnaires were examined; and school information, including self-evaluation, was scrutinised. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included in the report where appropriate.

## Description of the school

Christ Church Primary is a small, one-form entry school. The majority of pupils are White British, with a small number of pupils from a wide range of ethnicities making up the average proportion of minority ethnic pupils in the school. The proportion of pupils who have English as an additional language is above that found nationally. The proportion of pupils eligible for free school meals is much lower than the national average. The proportion of pupils who have learning difficulties and/or disabilities - mostly in the areas of speech, language and communication, social, emotional, physical and behavioural difficulties - is in line with the national average.

The school has achieved Healthy School status and the Artsmark Gold award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

Grade: 1

Christ Church Primary is an outstanding school. This is because the pupils at this school achieve outstandingly well in the core subjects of English, mathematics and science and in their personal development. Throughout the school, all pupils make very good progress because of the excellent teaching, underpinned by the clear vision and outstanding leadership of the headteacher. Pupils enjoy school very much, as reflected in their good attendance, their excellent behaviour and their positive attitude to learning.

Children enter the Reception class with skills and knowledge that are generally in line with or above those expected for their age, except in writing where levels are lower than expected. They get off to a very good start and are well prepared for more formal learning when they enter Year 1. All pupils, including those with learning difficulties and disabilities and those from minority ethnic backgrounds, make excellent progress and the majority attain very high standards by the time they leave the school. Key Stage 2 results have been exceptionally high over the past five years. The 2008 results of the national tests show that the proportion of pupils who exceed national expectations by attaining Level 5 has been sustained at very high levels in all three core subjects. Inspection evidence, including targets and current levels of attainment for the 2009 Year 2 and Year 6 cohorts, indicates that results and progress measures for both key stages are on target to remain consistently high.

An important factor contributing to their outstanding attainment is the personal development of the pupils. Relationships are a strength of the school and staff and pupils at all levels are involved in the vibrancy of the provision available. Pupils are friendly and form very positive relationships with everyone in school. They are confident and articulate and speak with great pride about all that the school does for them. Pupils know how to keep safe and willingly ask for help when they need it. They are keen to take on responsibility and contribute extremely well to the wider community, for example, in organising a non-uniform day for the victims of the Burmese and Chinese natural disasters. The school is rightly very proud to have achieved the UNICEF Rights Respecting Schools status, which has had a positive impact on pupils' understanding of global issues. Pupils are proud to represent their class on the school council and feel their views are heard, for example, in the securing of funding for a school-council-led Making Healthy Choices project which enabled all pupils to take part in an adventurous sporting activity. Particularly noteworthy is the continual focus on preparing pupils for their future economic well-being. Working in partnership with the local authority, the school has successfully organised Money Week and Careers Day and has been involved in the Young Enterprise project. Consequently, by Year 6, pupils are lively, thoughtful, responsible and sensitive young people, who are very well prepared for secondary school and for their future lives.

Teaching and learning are outstanding. Teaching consistently challenges pupils and enables them to make very good progress during the time they are at the school. Teachers have high expectations of pupils; they expect them to work hard and do their best and pupils rise to this challenge. Very skilled teaching absorbs pupils and a very good range of teaching styles and planning for varying ability levels ensure that the needs of all learners are met very effectively. Teachers work hard to make tasks interesting and pupils really enjoy lessons. As one pupil commented, with enormous enthusiasm, 'The teacher does not give you easy work in here!' A major contribution to learning is made by the skilled support staff, particularly true with pupils who have statements of special educational need, who are sensitively helped to play a full part in lessons and other activities. Teachers frequently check pupils' understanding and in many lessons pupils are guided and encouraged to develop their ability to assess their own work. Teachers use information and communication technology very effectively and pupils are encouraged to use it to research and present their work.

The school provides a broad, rich, stimulating and well-integrated curriculum which interests and motivates pupils and links subjects coherently. There is a very strong and highly effective emphasis on learning through creative and practical work and on activities that promote pupils' personal development, particularly independence, initiative and cooperation. Very good links with other organisations and schools help to enhance the pupils' experiences within and beyond the local community. This is augmented by the use of well-chosen visitors and visits to broaden pupils' learning experiences, provide first-hand learning experiences and promote pupils' social development. The use of focus weeks, events and projects, such as Christ Church Arts Project, provides opportunities for the school to develop pupils' creativity and enabled the school to achieve its Artsmark Gold status. The excellent art work by pupils on display in the classrooms, corridors and hall reflects this status.

Excellent care and support are embedded in the ethos of the school and are firmly based on the positive and caring values promoted by the school, which are well understood by pupils. Consequently, pupils learn to value and respect others and to work hard. Arrangements for safeguarding are well established and effective. Regular risk assessments and health and safety checks are carried out to ensure that the school is safe and welcoming. The school works well in partnership with parents and a range of external agencies to support pupils' needs. There are effective measures to maintain and further improve pupils' good attendance. Senior leaders use information from progress meetings with teachers very effectively to target support for pupils and to monitor progress of targeted pupil groups. Assessment and tracking of pupils' progress have developed well and academic guidance is very good. Marking is good; it provides a clear record of pupils' achievements over time and gives pupils the information they need to make further progress. Pupils comment that they find the marking and target-setting process helpful in helping them to learn. Pupils' spiritual, moral, social and cultural development is very good, as a result of thoughtful assemblies, special events and visits. Additionally, the understanding of other faiths and cultures is developed very well through personal, social and health education and religious education.

Leadership and management are outstanding because there is a clear focus on maintaining and improving the very high standards as well as on promoting the personal development and well-being of pupils. The leadership provided by the headteacher is excellent and provides clarity of direction and purpose. The headteacher knows the school very well and this is evident in the high quality of the school's own self-evaluation. This is comprehensive and rigorous, clearly identifying strengths and areas for improvement. The senior management team is aware of what is required to develop the school still further, and have well-formulated plans to ensure that past improvements are consolidated and continued. The headteacher is supported by a team of teachers and teaching assistants who are very well informed and committed to raising pupils' achievement still further. Inspectors found reflective practitioners who consult parents and pupils, and act on their views where appropriate. The value placed on all members of staff has resulted in excellent teamwork and real commitment to the school.

A large majority of parents are positive in their appreciation of the school, one of whom summed up the views of many in saying: 'Christ Church is an excellent school. It fosters kindness and appreciation of others first and foremost. The teachers are first-rate, providing wonderful learning opportunities and inspiring our children.' A number of parents were concerned about recent staff changes. Inspection evidence indicates that senior managers are dealing effectively with the issues raised by parents. The governing body is fully involved in the life of the school, serves it well and has a good knowledge of its strengths and areas for development. They are fully supportive of the school's development, as shown by governors' close monitoring of achievement and standards and their determination to improve the school premises.

The school has a real sense of community, which has been developed through its strong links with the parish. There is a clear commitment to promoting cohesion within and outside the school community. The school has excellent capacity to improve.

## Effectiveness of the Early Years Foundation Stage

Grade: 1

Children enter the Reception class from a wide range of nursery and pre-school settings and, on entry, their skills and knowledge are generally in line with or above the expected levels for their age except in writing where they are below. There is good communication between home and school as a result of an improved induction procedure which helps children settle quickly and happily into the class routines and become confident learners. As a result of good teaching, effective assessment and a well-planned practical curriculum, children make good progress so that they leave the Early Years Foundation Stage with skills which are generally above those found nationally. Children's personal development is outstanding. Their behaviour and interactions with each other and with adults are very positive; they are respectful, friendly and independent. The welfare needs of children are a priority for all staff. Parents comment favourably on the good links which exist between the parents and the school for the benefit of the children from the time that they start school and throughout the Early Years Foundation Stage. Leadership of the Early Years Foundation Stage is outstanding and has made recent changes to the induction and transition procedures to ensure a smooth entry into the school and transition to the next class. Although much thought has gone into developing the outside area, there is still work to do to make this a natural extension of the classroom and to help compensate for the cramped conditions in the classroom itself.

## What the school should do to improve further

- Continue to improve the outdoor provision in the Early Years Foundation Stage.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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## Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	1

## Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	2
How good is the overall personal development and well-being of the children in the EYFS?	1
How effectively are the children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

## Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

## Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

<sup>2</sup> IE - denotes that insufficient evidence was available to inspectors for a judgement to be made.

## The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interest of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

## Letter to pupils explaining the findings of the inspection.

14 May 2009

Dear Pupils

Inspection of Christ Church Primary School, Hampstead, London, NW3 1JH

Thank you for the very warm welcome you gave us when we visited your school. As you know, we talked to many of you throughout the day in order to help us decide how good Christ Church School is. I told some of you that I would write to you all to tell you what we found out.

We think you have a fantastic school. Most of you and your parents think the same! Here are just a few of the things we really liked about it.

- It is a very happy place, where you enjoy your lessons and get on well with each other. Your behaviour is excellent and you work and play together happily.
- You are rightly very proud of your school and enjoy coming to school each day.
- Your teachers and teaching assistants really care about how well you do. They do their jobs extremely well, work very hard and make you all feel included.
- You also work very hard and make very good progress.
- The school is very well led by your headteacher and her team. They want the very best for you and are determined that you should make as much progress as you can in lessons.

As well as identifying what is good about the school we are also making one suggestion to help it become even better.

- Continue to improve the outdoor area for the Reception class.

We wish you every success in the future. Keep up the very good work!

Yours faithfully

Kekshan Salaria  
Her Majesty's Inspector

