

<b>Name of School:</b>	Christ Church Primary School
<b>Head teacher/Principal:</b>	Paula Aitcheson-Walker
<b>Hub:</b>	Camden Hub
<b>School type:</b>	Maintained
<b>MAT (if applicable):</b>	N/A

<b>Estimate at this QA Review:</b>	Good
<b>Date of this QA review</b>	27 - 29 November 2017
<b>Estimate at last QA Review</b>	N/A
<b>Date of last QA Review</b>	N/A
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	24 January 2017

## Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

<b>School Improvement Strategies</b>	Outstanding
<b>Outcomes for Pupils</b>	Good
<b>Quality of Teaching, Learning and Assessment</b>	Good
<b>Area of Excellence</b>	Not submitted
<b>Previously accredited valid Areas of Excellence</b>	N/A
<b>Overall Estimate</b>	Good

*Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.*

## 1. Information about the school

- Christ Church is a one-form entry primary school which is smaller than the national average. The school caters for pupils in the 3-11 age range and includes a good sized nursery provision.
- The leadership team includes a number of colleagues with significant terms of office and experience of working with the school community.
- The school includes a slightly higher population of girls than boys.
- The proportion of disadvantaged pupils is above the national average.
- The school population includes children from a broad range of minority ethnic groups.
- The proportion of pupils with English as an additional language is significantly above the national average and highest in Year 6.
- The proportion of pupils identified as having special educational needs and/or disabilities (SEND) is below the national average although the numbers of those with an education and health care plan is above the national average.
- The school's deprivation indicator is much higher than the national average.
- The school population is relatively stable, although the numbers of casual admissions are rising.

### 2.1 School Improvement Strategies - What went well

- There is significant evidence of positive relationships between teachers and pupils and adults and pupils seen all around the school.
- The school values and faith-based ethos permeates the school. Every member of the school community demonstrates commitment to the mission statement which highlights the school's sensitivity to the needs of its local community.
- Leaders have high expectations of pupils' success and use pupil progress meetings to focus on their needs and identify strategies for meeting them. There are clear systems for recording and analysing assessment information, including use of a new digital tracking tool.
- Pupils benefit from a variety of opportunities both within and beyond the curriculum including trips to cultural organisations. Topic work includes opportunities for pupils to engage in history, geography, arts and languages with project work based on an exploration of a range of natural and man-made phenomena.
- Senior leaders have a good understanding of the priorities for improvement and have articulated this in detailed documentation, the construction of which is both reflective and collaborative. The school improvement plan is constructed in collaboration with a range of stakeholders, including staff and governors.
- Staff benefit from well-planned training and development, including coaching. The coaching model challenges teachers to identify and make improvements to their own practice and has been widely welcomed.

- Middle leaders benefit from the opportunity to work on specific projects as part of a secondment to the senior leadership team. The model of distributed leadership is based on recognition and the promotion of skills and abilities as well as clear-sighted understanding of the impact of retention on the development of the school.
- Leaders are using pupil premium funding effectively in order to ensure that the needs of disadvantaged pupils are met. Highly effective one to one and small group interventions in English and mathematics are helping to promote pupil progress.
- The early years foundation stage (EYFS) leader is a strong advocate for her phase. She demonstrates strong commitment and vision and is clear about the support which she needs to achieve it.
- Quality assurance systems for teaching and learning have been carefully designed and implemented. These include the participation of a range of leaders in a programme of learning walks, work scrutiny and formal observations.
- The importance of mastery has been highlighted in school development documentation and has driven the design of appropriate continuing professional development to support teaching in mathematics.
- The school site is a vibrant and welcoming place to be with striking exhibitions of the investment in the arts. Leaders have invested strategically in a well-planned application to the Artsmark scheme and teachers use a range of artistic strategies with confidence.
- Leaders have worked hard to ensure that parents are engaged in the work of the school. A number of opportunities have been developed to ensure that pupils' progress is regularly reported.

### **2.3 School Improvement Strategies - Even better if...**

...the commitment to growth mindset was articulated in the school development plan and used to inform well-directed continuing professional development.

...further opportunities for developing and extending school partnerships were identified in order to ensure that best practice could be shared.

...leaders developed a strategic approach to the development of oracy skills, including planned opportunities to share best practice across the school.

### **3.1 Quality of Teaching, Learning and Assessment - What went well**

- As a result of well-planned and resourced learning sequences, pupils are engaged and enthusiastic about learning. Teachers bring significant creativity to their planning, including the use of a range of dynamic props and digital technology and make clear links to prior learning.
- In the best lessons, teachers use planned differentiation successfully to meet the

- needs of pupils, including pupils with special educational needs and/or disabilities.
- In the most effective lessons, the pace of learning is rapid and pupils' progress is accelerated. In these lessons, activities are well designed and offer a range of opportunities for pupils to explore knowledge.
  - Some teachers use assessment for learning strategies to check on pupils' understanding, with some evidence of effective questioning to probe and develop thinking.
  - Teachers have developed positive working relationships and a supportive culture of learning. Pupils respond to the high expectations of their teachers and demonstrate strong learning behaviours.
  - Teachers use modelling to exemplify 'what a good one looks like' and raise pupils' aspirations for success. This is particularly evident in the teaching of writing.
  - Staff have developed a rich learning environment complete with the effective use of working walls and displays and celebrations of pupils' work. Children express significant pride in their school and there is significant evidence of the impact of engagement in the arts in displays around school.
  - Across the school, teaching assistants are well deployed demonstrating strong skills in guiding groups and a shared understanding of the needs of pupils.
  - Teachers are using school protocols to assess and provide feedback regularly to pupils in writing.
  - In the rich EYFS environment, there is significant evidence of child-initiated learning and engagement through a variety of activities, including making, role-play and early writing.
  - Across the school, teachers have embedded some effective opportunities for children to develop their oracy skills, including structured discussion, performance and leadership events.
  - The outdoor learning environment is well planned and effectively supports child-led learning. A number of free-flow opportunities are in place, designed to promote imagination and enquiry, including the mud kitchen, scientific discovery area and teepees.

### **3.3 Quality of Teaching, Learning and Assessment - Even better if...**

... the progress of children in EYFS was supported by 'backward planning' to ensure that planned activities are driven by the anticipated learning outcome.

... the most able pupils were provided with enhanced opportunities for stretch and challenge, including extended questions and enquiry-based task design.

... marking and feedback in mathematics was more sharply focussed on next steps for pupils.

## **4. Outcomes for Pupils**

- In EYFS, the proportion of children who achieved a good level of development was below age-related expectations. However, in the specific area of communication, pupils achieved well.
- The school has correctly identified that the number of disadvantaged and SEND children who attain the expected standard is lower than that of other children in the school and nationally. Leaders have developed appropriate actions to address this area.
- In 2017 in reading, writing and mathematics at the end of Key Stage 1, the proportion of pupils who met age related expectations was above the national average.
- In 2017 by the end of Year 1, the gap between the performance of disadvantaged pupils and other pupils nationally across reading, writing and mathematics had narrowed.
- By the end of Year 1 across most subjects, the performance of pupils with special educational needs and/or disabilities was higher than other pupils nationally. Leaders have a good understanding of the needs of children in this group.
- Outcomes for children in phonics were strong in 2017, including the performance of disadvantaged pupils and both gender groups. Leaders are ambitious for continued success in phonics and have set robust targets for the current academic year which seek to build on the positive upward trajectory of previous years.
- In 2017 in Key Stage 2, pupils achieved strong outcomes in the combined measure for reading, writing and mathematics. Greater proportions of pupils also achieved greater depth than the national average.
- In 2017 in Key Stage 2 reading, pupils' progress was in the top 10% of schools nationally and has remained higher than the national average for the last two years. In writing, pupils' progress has been in the top 20% for at least two years for middle prior attainers.
- In 2017 in Key Stage 2 mathematics, pupils' progress was also significantly higher than the national average.
- Leaders have worked hard to ensure that pupils' attendance is strong and over time the numbers of persistent absences have reduced significantly. The close tracking of the attendance of specific groups means that there is clear understanding of the potential barriers to attendance and relevant support identified.
- Current school data suggests that Year 6 pupils are on track to replicate the school's achievement at Key Stage 2.

## 5. Area of Excellence

None submitted.

## 6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

The headteacher would like to reflect on the areas for improvement identified in this report.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**