



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



National Society Statutory Inspection of Anglican and Methodist Schools Report

Christ Church CE(C) Primary School

William Street
Fenton
Stoke on Trent
ST4 2JG

Previous SIAMS grade: Outstanding

Current inspection grade: Good

Diocese: Lichfield

Local authority: Stoke on Trent

Dates of inspection: 15 September 2016

Date of last inspection: 11 October 2011

School's unique reference number: 124229

Headteacher: Paula Scattergood

Inspector's name and number: Susan Taylor 688

School context

Christ Church CE(C) Primary School is an inner city school catering for pupils from 3-11 years. The number of pupils in receipt of pupil premium, which is additional funding to give extra support to children in receipt of free school meals or whose parents are in the forces, is well above average as is the number of pupils identified with special educational needs. The school is predominately white British and the majority of pupils are from the immediate neighbourhood. Pupils enter the school well-below national expectations. The headteacher was in post at the last inspection. There has been a very high turn-over of teaching staff in the last 2 years and significant recruitment difficulties.

The distinctiveness and effectiveness of Christ Church CE(C) Primary School as a Church of England school are good.

- The respect pupil's show for one another, staff and visitors is a strength of the school.
- Christian values are embedded in the life of the school and have a significant impact upon pupils' personal development.
- The headteacher and deputy headteacher have a clear vision and passion for Christ Church School.

Areas to improve

- To develop the role of the newly formed worship ambassadors.
- To increase pupils' understanding of Christianity as a multi-cultural world faith.
- Governors to more formally monitor and evaluate the impact of the distinctive Christian character of the school on collective worship and outcomes for all groups of pupils.

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

The school's entrance, displays and documentation leave visitors in no doubt as to the Christian foundation and ethos of the school. The school's motto of "Learning with God and Each Other to be the Best We Can Be" pupils relate to all aspects of the school day. Pupils enter the school eagerly and clearly defined routines ensure that they settle quickly to learning. The good manners shown by pupils are exemplary. Many strategies and incentives have been employed to improve attendance which is now in line with national averages. The core Christian values of respect, endurance and friendship are understood by pupils and lived out in the school. They can relate these values to Bible teaching. When talking about endurance one child said, "Jesus stuck it out in the desert for 40 days without food so we need to stick at things that are hard". When asked what respect meant pupils were very clear that you should "treat people as you want to be treated". This is displayed in the way pupils listen to each other's opinions as well as their relationships in the playground. The Christian character of the school has a significant impact upon pupils' spiritual, moral, social and cultural (SMSC) development. Pupils show respect to those of other faiths and this understanding has been enhanced through "World Religion Days" and "Respect for All" events. Children start school well-below national expectations and pupils of all groups generally make good academic progress during their time in the school despite the high turnover of teachers. The school offers a wide range of extra-curricular activities which are highly praised by pupils and parents. The school endeavours to broaden pupils' experiences by providing a broad curriculum and a range of visits and visitors. Two days before the inspection a class had travelled to London by train and visited the Houses of Parliament where they questioned the MP for their constituency to "find out how laws are made" as well as visiting Buckingham Palace. As one pupil said, "It was 'wow', it blew my mind". Learners enjoy religious education (RE) and it is central in defining the Christian character of the school and re-enforcing the school's values.

The impact of collective worship on the school community is good

Collective worship is valued by pupils and staff. Worship makes a positive contribution to the life of the school and underpins the school's values and ethos. The impact this has on pupil relationships and attitudes is significant. Worship is planned around the Christian year with clear reference to the Bible and the teachings of Jesus. Children are able to recall many examples of Bible stories and how they relate to their lives. They have a good understanding of Christian festivals including Lent, Pentecost and Ascension. Whole school collective worship is led by a number of different leaders and this enhances the worship experience. The school was able to maintain a church input into leading worship during the long interregnum by inviting a range of visitors from different churches. The new incumbent now works closely with the headteacher, staff and pupils to both lead and support worship. Class worship takes place weekly and consistency of this provision is ensured by joint planning and shared resources. As one child said during the inspection "Oh, we had that story this morning in our class". Pupils take a greater role in leading worship in class than in whole school worship, where they assist in various tasks. The newly formed worship ambassadors have plans to become more involved in the planning and leading of whole school collective worship but it is too soon to assess any

impact of this. Collective worship incorporates prayer, singing and reflection. A candle is lit to signify the start of worship, “*It shows us the light of Jesus*”. Pupils have some understanding of Jesus as Father, Son and Holy Spirit but this is still at an early stage of development. A half-termly Eucharist takes place in school or in Christ Church which is developing pupils’ understanding of Anglican liturgy and tradition. A reflection area is available in the corridor and in all classrooms. The class areas tend to lack consistency of use and accessibility. Pupils value the prayer boxes in classes and the corridor and speak openly about their prayers which are shared at the end of the week. The school prayer, which is specific to Christ Church, is said daily, as is the Lord’s Prayer and lunchtime prayers. Pupils visit the church for Harvest, Christmas and Easter and an end of year Eucharist to which parents are invited. Some pupils have attended Lichfield cathedral for “Open Door” and these events have helped to broaden their experiences of the Christian faith. There are clear systems in place for staff and pupils to evaluate worship and from this feedback, a number of actions have been taken, notably the establishment of worship ambassadors. Governors do not currently monitor and evaluate worship.

The effectiveness of the leadership and management of the school as a church school is good

Christ Church Primary School is well led and managed by the headteacher and deputy headteacher. They have a clear vision and determination to give pupils an outstanding education spiritually, morally, socially and culturally. Consequently behaviour and attitudes are excellent. A new incumbent was appointed to the parish church in June and in a very short time has become an integral part of the school. Pupils and parents hold him in high regard as evidenced by the number of times children said “*Father Tommy says.....*” or “*Father Tommy does....*” He has also taken on the role of foundation governor, a position that has been vacant for a number of years. The chair of governors, who is also a foundation governor, supports the school through weekly meetings with the headteacher and has strategic input into policies, plans and self-evaluations. Christian distinctiveness forms part of the school development plan and is a regular item at governors meetings. The school has been proactive in targeting resources to support more vulnerable pupils in school. The employment of a home-school link worker, learning mentor, counsellor and additional classroom support has enabled this group of children to make significant improvements in their learning. The headteacher is leader of RE and worship and consequently these are given a high profile in school. However, due to various pressures, the time to given to RE in the curriculum has not had as high a profile as she would have wished. However, now that staffing in school is more stable and becoming more experienced so as to take on additional areas of responsibility, this will change. The school has valued support from the diocese, local authority, wider community and neighbouring high school. There is an active elected school council. They have initiated a number of school improvements such as changes in the cloakroom area and suggestions for fund-raising activities. They take their responsibilities very seriously. The school supports a number of charities locally, nationally and globally such as singing in a local care home, cancer trust and water aid. The school is a ‘Fairtrade aware’ school and children have a comprehensive understanding of this. The development points from the previous SIAMS have been addressed.

SIAMS report September 2016 Christ Church CE(C) Primary, William Street, Fenton. Stoke on Trent, ST4 2JG