Inspection of Christ Church Church of England Primary School

Royal Park, Clifton, Bristol BS8 3AW

Inspection dates: 2 and 3 July 2024

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

The headteacher of this school is Clare Jones. This school is a single academy trust school. Other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Charlotte Withers and Georgina Harford.

What is it like to attend this school?

Pupils flourish at this happy and nurturing school. The school has very high expectations of pupils. They live up to these and are confident and articulate learners. The school's values, such as aspiration, kindness and co-operation, are understood and lived out by pupils and staff alike.

The school has a culture where all pupils, including those with special educational needs and/or disabilities (SEND), are included. As a result, pupils are eager to come to school each day. Attendance is extremely high. Pupils proudly talk to visitors about their learning and all the school has to offer. They develop an understanding of where they live and a sense of their place in the local community.

Older pupils look out for their younger peers and role-model high expectations. Pupils behave exceptionally well in and around the school. Pupils know how to report concerns or worries. Bullying is very rare, but when it does occur, the school addresses the issue very well. Pupils are safe.

Pupils relish the opportunity to take on leadership roles like school and house captains or worship councillors. Through these roles, they make a tangible contribution to the life of the school, proudly supporting the well-being of others.

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

The school has designed an exceptional curriculum. In each subject, the essential building blocks of learning are clearly identified and broken down into small steps. Over time, pupils' knowledge builds very well. For example, in the Reception Year children learn mapping skills by creating journeys linked to stories. This is built upon in key stage 1 with pupils mapping familiar routes. By the end of key stage 2 pupils confidently use 4 and 6 figure grid references to identify features on maps.

The quality of work produced by pupils across subjects is exceptional. For instance, in art, staff support pupils to use highly developed techniques. A very high standard of artwork is proudly displayed throughout the school. Whole-school projects spark pupils' enthusiasm for learning. Interesting books are selected that support pupils to make strong connections across subjects, thereby deepening their understanding. Published outcomes do not reflect the overall quality of the curriculum due, in part, to high pupil mobility.

In Reception, there is a sharp focus on developing children's communication and language skills. Children discuss their learning in mathematics using mathematical language such as 'infinity'. Children, including those with SEND, learn to become independent, curious and confident learners.

Children start learning phonics as soon as they start school. Pupils read books that are closely matched to the sounds they know. These books help them to practise familiar sounds, and they become fluent quickly. Staff systematically check which

sounds pupils know. When needed, extra sessions are used to help anyone who struggles to catch up quickly. Older pupils read widely from a range of interesting and diverse books.

Across the school, pupils with SEND are swiftly identified. The school works with external agencies and specialists to establish the right types of support based on pupils' needs. This information is communicated to staff, who make appropriate adaptations to teaching. This means that pupils with SEND are supported to learn the same ambitious curriculum as their peers.

The provision for pupils' wider personal development is exceptional. Visits to the local church, cathedral, mosque and a temple in the city help pupils to develop a strong awareness of cultures and faiths. Through their conduct, pupils demonstrate a deep understanding of equality. They learn tolerance and fairness and understand the concepts of democracy and respect.

An impressive programme of well-designed clubs, trips and visits enrich pupils' learning and develop their character. Pupils explore the history of Bristol on teacher-led tours or make their own step counters using 'micro-bits' in computing club. Pupils enjoy regular visits to Beggar Bush to engage in forest pursuits. Older pupils do outdoor adventurous activities at residential camps. Pupils also benefit from sports tournaments. Pupils develop very strong musical knowledge through learning musical instruments, singing and performing in a choir or the local school's orchestra and experiencing live performances at the theatre. Pupils also have opportunities to perform. The curriculum thus broadens pupils' interests considerably.

Staff care deeply for pupils. They are extremely dedicated to making a difference to pupils' learning. Staff appreciate the support they receive regarding their well-being and the management of their workload. Trustees have an accurate understanding of the school's effectiveness. They are ambitious for pupils and keen to develop the excellent provision on offer even further.

Parents are overwhelmingly positive about the school. They value what the school achieves for their children.

Safeguarding

The arrangements for safeguarding are effective.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138317
Local authority	Bristol City of
Inspection number	10322258
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	314
Appropriate authority	Board of trustees
Chair of trust	Charlotte Withers (co-chair) Georgina Harford (co-chair)
Headteacher	Clare Jones
Website	www.christchurch.bristol.sch.uk
Dates of previous inspection	7–8 March 2023, under section 8 of the Education Act 2005

Information about this school

- The school is a voluntary-controlled Church of England school. It is part of the Diocese of Bristol. The school's most recent section 48 inspection, for schools of a religious character, took place in June 2018.
- The school uses one unregistered alternative provider.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, members of staff, and the chair and members of the trust board. The inspector also spoke to a representative of the Diocese of Bristol.
- Inspectors carried out deep dives in early reading, art, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited samples of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to the online survey, Ofsted Parent View, including the free-text comments, and the staff surveys.

Inspection team

Gavin Summerfield, lead inspector	His Majesty's Inspector
Faye Heming	Ofsted Inspector
Paula Marsh	Ofsted Inspector

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