CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION

THE NATIONAL SOCIETY

The Methodist Church

National Society Statutory Inspection of Anglican and Methodist Schools Report

Christ Church C of E Primary School

1, Robinson Street
Chelsea
London SW3 4AA

Previous SIAMS grade: Outstanding

Current inspection grade: Outstanding

Diocese: London
Local authority: Kensington and Chelsea
Dates of inspection: 18 January 2016
Date of last inspection: March 2009
School's unique reference number: 100489
Headteacher: Avis Hawkins
Inspector's name and number: Barbara Chevis NS 794

School context

Christ Church is an average sized Primary School with 211 pupils on roll. It is situated near the River Thames in an affluent residential area of Chelsea. Pupils come from a range of social and cultural backgrounds. A higher number than average has significant special needs. The school is on three sites, surrounding a piazza, with the church situated on the fourth side. The school is in the parish of St Luke's and Christ Church. Approximately 61% of families regularly attend these churches. A new Headteacher has been appointed since the last inspection.

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

- The Christian ethos is embedded throughout the school and informs everything that is done, resulting in high levels of achievement and outstanding behaviour.
- Inclusion is a strength of the school. The focus on each child as an individual has led to all pupils' needs being met within a caring and nurturing environment.
- Links with the church are exceptional and this has ensured that the spiritual development of the whole school community is well supported.
- Relationships are positive and strong. As a result all members of the school community feel valued and part of the school family. Consequently Social, Moral, Spiritual and Cultural (SMSC) development is outstanding.

Areas to improve

Provide more informal opportunities for prayer, both in the external and internal school environment.

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

The school developed their Christian values over an extended period, working with staff and children to define qualities that were most important to them. The resulting eleven values are forgiveness, love, respect, community, thankfulness, compassion, peace, justice, service, courage and hope. It is clear that these values are well embedded. They are integral to everything the school does and as a result they have a significant impact upon the daily lives of the whole school community. The strong Christian ethos of the school has ensured outstanding behaviour and high academic standards. Pupils talk confidently about the value of forgiveness when discussing behaviour, stating, 'this is what we do'. This approach is confirmed by parents, one of whom commented, 'children learn to behave in ways that embody Christian values'. As a result pupils enjoy coming to school and consequently attendance is above the national average. Through support of global charities, pupils are aware that Christianity is a multi-cultural world faith. They enjoy Religious Education (RE), particularly learning about other faiths. Discussion of the similarities and differences between different faiths has enabled pupils to respect diversity within their own and the wider community, resulting in strong relationships. Parents enjoy outstanding relationships with the school. This makes them feel welcome and part of the family. As one parent stated, 'the sense of community emanates from every aspect of the school'. Christ Church is an exceptionally inclusive school with a truly nurturing environment where all are treated equally with care and understanding. This has resulted in outstanding SMSC development. The whole environment is rich with many high quality artefacts and displays such as the Community Wheel and the Creation Globe. These make a significant contribution to the outstanding Christian character of the school.

The impact of collective worship on the school community is outstanding

Pupils enjoy distinctly Christian and inspirational daily worship. They respond enthusiastically and have many opportunities to engage in worship through prayer, music, drama and discussion. As a result pupils are able to identify the message in worship and link it to the school's Christian values. Worship regularly includes biblical material which provides excellent support for pupils in their daily lives. Parents speak positively about worship. They state that they enjoy joining their children in worship in school and in the church which, together with weekly prayer mornings for adults held at the church, supports their own spiritual development. All members of the school community are involved in the planning and leadership of worship, including pupils who are appointed as 'student leaders'. The involvement of the clergy in planning ensures there is a strong focus on Christian beliefs and the celebration of traditions and festivals such as the Eucharist and Harvest. Consequently pupils have an excellent understanding of Anglican practice within the church year. Clergy lead worship both in the school and in the church each week, ensuring a strong focus on the centrality of Jesus Christ, and God as Father, Son and Holy Spirit. Monitoring is undertaken both formally and informally, ensuring continual improvement. The impact of monitoring is seen in the variety of ways in which learners now gather for worship. Pupils state that this has made worship more meaningful. Pupils pray and have time for reflection during RE lessons and Collective Worship, and before lunch. They use these times thoughtfully and respectfully, enjoying the opportunity for stillness and peace. However there are limited opportunities provided for prayer outside of these times.

The effectiveness of the religious education is outstanding

Standards are high in RE, and in line with the outstanding attainment of other subjects. This is due to the good and outstanding teaching of RE. Questioning in lessons is excellent and as a result the quality of reflection is impressive, contributing well to outstanding SMSC development. Pupils are able to relate learning to the school's Christian values and to their own lives. For example, in a lesson about the Prodigal Son, pupils were encouraged to consider the value of forgiveness and think about a time when they needed forgiveness or had to forgive. Pupils state that they enjoy RE and this was observed in lessons, where all were attentive and

excited about the topics being covered. The use of artefacts, as seen in a lesson on Judaism, enthused and interested learners. Leadership for this subject is very strong, and there are clear action plans for continued improvement. Rigorous monitoring is undertaken by the enthusiastic and knowledgeable RE coordinator, supported by the governor for RE. They ensure that this subject has a high profile in the school through, for example, holding a special RE focused week and developing more meaningful marking. There is an effective assessment and tracking strategy which is confidently used by teachers to ensure at least good progress is made by all pupils. Teachers are well supported to develop their skills in the teaching of RE through regular inset and through the support of the Diocese.

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

The exceptionally strong Christian ethos of the school has a major impact upon standards of achievement, which are high. The clear vision is deeply embedded and ensures that the school has a distinctive Christian character. Values underpin every aspect of school life, including behaviour, and impact positively on the wellbeing of the whole school community. A fine mosaic of the values is displayed outside the entrance to the school, showing their high profile. Members of the strong governing body are fully involved in the life of the school and constantly hold leaders to account for the school's effectiveness as a church school. They do this through very searching questioning, and their involvement in book scrutiny, monitoring and planning. As a result of rigorous self-evaluation by leaders, plans for improvement ensure that the Christian character of the school is given a high profile. For example, Philosophy for Children has been introduced to further enhance children's approach to reflection. Links with the church are outstanding and both the church and the school mutually benefit from these. Clergy play a significant role in school life and the church staff team run an after school club. The school supports the church through giving access to a classroom for the Sunday School. Parents are extremely positive about the school and appreciate that their views are always considered and addressed. Staff are well prepared for leadership of a church school through good links with the Diocese, access to a wide range of professional development, and the responsibilities they undertake within the school.