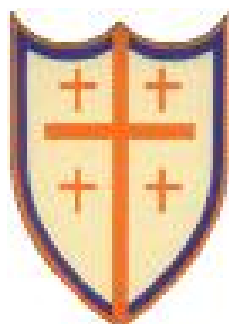


# New Christ Church Church of England (VA) Primary School Profile

Published 21 October 2008



## New Christ Church Church of England (VA)

Milman Road

Reading, Berkshire, RG2 0AY

Telephone: 0118 9015437

<http://www.newchristchurchprimaryschool.org.uk>

Children's Service Authority:	Reading
Age range:	4-11
Number of pupils:	140
Head teacher:	Ms Maria Soulsby
Chair of governors:	Mrs Judith Thurlow

## What have been our successes this year?

2007-2008

- We were awarded Investors in People and the Basic Skills Quality Mark for the third time; we were also awarded the Inclusion Quality Mark - the first mainstream school in Reading to receive this
- Standards of attainment at KS1 and 2 continue to improve - all our pupils were assessed at Level 2 for reading and maths at KS1; KS2 attainment is broadly in line with the national average. The number of children reaching the Foundation Stage Benchmark was above the local average.
- We have significantly improved provision for our youngest children in our Reception class, including a safe, enclosed outdoor learning area.
- The introduction of a whole school approach to the teaching of reading has been hugely successful, leading to significant improvement in children's achievement
- Links with our Church and Diocese continue to be very strong, and the Head Teacher has been invited to work with colleagues throughout the Diocese and support their work in developing school ethos
- Children enjoyed many opportunities to perform in various contexts, including school

performances, Hexagon concerts and a shared dance performance with The Avenue School

- The Friends Association was re-established

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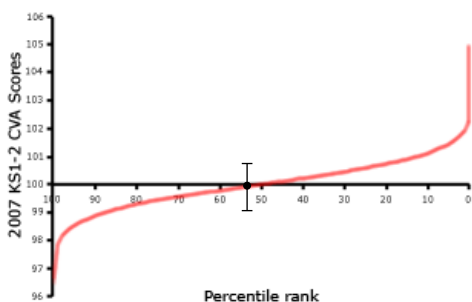
## What are we trying to improve?

- Our School Development Plan has a clear focus on raising standards in maths, science and English across the school, through the implementation of specific teaching programmes, staff training, improving resources
- Following the success of our whole school approach to the teaching of reading, we are now working to implement similar approaches to further raise standards in maths; we have joined a group working on new assessment methods, working closely with colleagues throughout the Local Authority
- Having carried out a full review of our curriculum, we now want to ensure that our Science curriculum ensures all our children make good progress throughout KS2
- We want to provide even more opportunities for our parents to become involved in the life of the school and plan further open mornings and coffee mornings, working with colleagues from the Whitley Excellence Cluster and Children's Action Team
- We have a beautiful school building, which is getting very old; we want to review provision within the building and identify improvements for the long term future of the school

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## How much progress do pupils make between age 7 and 11?



- Our school      I Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

- This chart shows CVA for 2006-2007; there will be an update for 2007-2008 later in the year when figures are published by the DCSF

- It is our expectation that every child makes at least 2 levels progress within each key stage in our school - we know that for 2008, 79% of children made 2 levels progress in English and 71% made this progress in maths; children who were not assessed at KS1 are not included in these figures.

- Tracking systems are in place to ensure that we are able to monitor the progress of every child in our school; regular reviews by teachers ensure that individual needs are quickly identified and teaching programmes implemented.

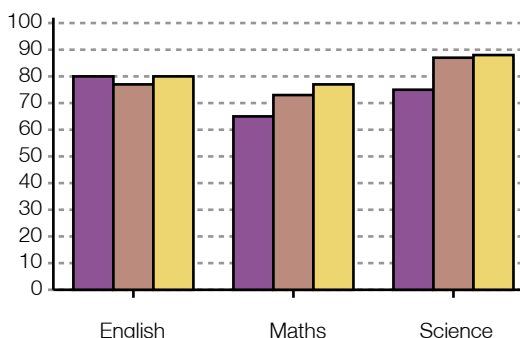
- Value added increased to 98.9, and contextual value added increased to 99.7 (2007)

- Care needs to be taken with our data - we have small cohorts which can distort statistics and we also have much higher than average pupil mobility. This means that many of our children join the school at different times in KS2, many of whom make good progress but are not counted in the VA and CVA measures, as they were not assessed at KS1

- Children with Special Educational Needs are carefully supported through Individual Education Plans and make good progress against these targets.

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## How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2007. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

■ Our school   ■ Local schools (Local Authority)   ■ All schools

- Data suggests that our school continues to improve year on year
  - Our provisional figures for 2008 show that attainment in English has risen to 84%, in maths has risen to 74% and has risen in science to 84% - these figures are broadly in line with or above the national average
  - Our improved results in English reflect the sharp focus on speaking and listening, reading and writing across the school; results in reading were particularly high at 89%, with 48% achieving the higher Level 5
  - For those children who have been in our school for all of KS1 and KS2, their achievement has been good, particularly with reading - 82% of these children attained the higher Level 5 for reading, which is well above the national average of 48%
  - 74% of all our pupils attained Level 4 in both English and Maths, which is slightly above the national average. 47% of these children attained Level 5 in both English and maths, which is above the local average.
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## **How have our results changed over time?**

- When considering our attainment results, we have to be aware of the variations in cohorts, which are small. We also have higher levels of mobility than other schools, which means that not all our children join the school at usual times for admission.
  - Attainment at KS1 has risen steadily over the last 3 years with more children being assessed at the expected level - for 2008, all children who were in Year 2 for the full year were assessed at Level 2 in Reading, Writing, maths and science, and attainment at Level 2B was above the local and national averages for these 'core pupils'.
  - At KS2, attainment has steadily improved over the past 3 years in English, Maths and Science. Although improvement is being made, maths is an area which continues to concern us, however, and we are addressing pupil progress in a variety of ways.
  - Value Added measures show that progress is broadly average (this only takes into account those children who were assessed at Key Stage 1; in our school we have a significant number of children who are not included in value-added measures yet have made good progress since joining our school.
  - For the second year, the number of children reaching the Foundation Stage Benchmark is above the local and national average
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## **How are we making sure that every child gets teaching to meet their individual needs?**

- Because we are a small school it is possible for all staff to know the children and their work well on the basis of daily and individual contact.
- The school operates a rigorous system of tracking to monitor pupils' achievement and progress which are then reviewed and discussed in regular meetings.
- APP (Assessing Pupil Progress) materials are being introduced and the results of assessment are used to inform future learning.
- Pupils with special needs are quickly identified and their needs addressed through, as appropriate, individual attention, booster groups or more advanced work.
- The school works hard to ensure that more able pupils are given consistently challenging and differentiated work.
- The Special Needs register is regularly reviewed and the children on the register are given help appropriate to their needs after discussion with parents/carer and, if necessary, outside agencies.
- A Standards File is a recent innovation and the Standards Team carry out learning walks through the school to focus on different aspects of learning, children's work and the quality of the learning environment.
- The teaching staff are highly motivated and supported by well qualified teaching assistants, two trained to the higher level.

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## **How are we working with parents and the community?**

- Our Mission Statement is central to school life and emphasises our family based ethos; parents are welcomed into school on a regular basis and we operate an 'open door' policy.
- We have an Early Years Learning Mentor who visits Reception children and their families at home with our class teacher, to welcome the family to our school and support the transition into school for these younger children.
- Our end of year survey suggested that all parents feel comfortable approaching the school with concerns and feel that they are listened to, the majority feel their child is making good progress and feel that behaviour is good.
- Parents continue to ask for more support with learning at home. In the last year, we have held special workshops for maths and story telling as well as holding an open morning for maths. We also provide termly 'Curriculum News' documents, so that parents know what their children are learning in school. We hold formal parents' meetings every term.
- We continue to participate in Family Services each month at Christ Church.

- We have a new website which helps parents to stay up to date with school life

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## **What have pupils told us about the school, and what have we done as a result?**

- Following a visit from one of our parent governors, we know that:

1. All the children feel safe

2. They all feel confident in talking to their teachers about any problems they may have

3. They all feel that they are learning new things everyday

4. No bullying is going on in the school although they are confident they if there were any bullying it would be dealt with straight away

5. They enjoy the use of the library but some feel they need more choice of books in the classrooms

6. They raised concerns about the organisation of school dinners and we are working with our catering company to address these issues.

- Our School Council meets regularly and is invited to contribute their ideas to improve their school. They have also represented the school at key events, such as during Anti-Bullying week.

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## **How do we make sure our pupils are healthy, safe and well-supported?**

- We adhere to 'Every Child Matters'- this means that the health and safety, the needs and safe guarding of all children is of paramount importance, and we aim to provide a secure environment by ensuring that we have the relevant policies in place which are monitored regularly; the school also provides a secure site with all staff and visitors having the relevant CRB checks, CCTV cameras installed and control over Internet usage in place.

- We provide a well-balanced school menu and free fresh fruit for KS1 pupils.

- The school held a Child Assault prevention (CAP) Project which provided training for children and adults on ways to stay safe in different contexts.

- Our School Council is active in helping to make decisions about the best way to improve the school.

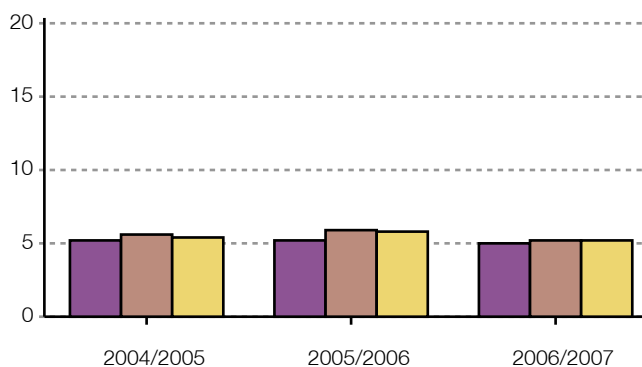
- Our school ethos is effective in ensuring the highest pastoral care, spiritual growth and support

for the children, which has been highlighted during recent inspections.

- NCC took part in a national Schools Festival called 'SHINE' which celebrated the talent in everyone; as a school we are proud of the many talents shown by our pupils and all members of the school's family

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## How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

■ Our school ■ Local schools (Local Authority) ■ All schools

- Good attendance is a key priority for the school and we have introduced various measures to encourage good attendance, including First Day Response for every absence, attendance challenges, rewards for 100% attendance each term.

- Our attendance is good because most children enjoy coming to school; most absences are authorised for legitimate reasons such as illness. Our target for attendance this year was 95%; initial reports suggest that for 2007-2008, attendance was over 96%.

- Our actual attendance for 2006-7 was 94.8%, with 5% absences authorised and 0.2% unauthorised. Our absence rates were lower than both local and national averages.

- We work closely with the Local Authority and families to address attendance issues.

- A small minority of children regularly arrive late to school and we are devising strategies to reduce these incidences.

## What activities and options are available to pupils?

- All teaching staff run after-school clubs, such as drama, puzzles, choir and various outdoor games. We also run lunchtime clubs. These are usually very well attended.
- Children have regularly sing at Church Services and in local theatres; many of our children have now joined the Church choir.
- Our relationship with the Berkshire Young Musicians Trust continues, and teachers have delivered a Foundation Music course to our Y5/6 class, as well as teaching the fife to Class 3/4.
- Children have also enjoyed several visits from various companies to enrich curriculum opportunities, including a special Shakespeare project, drumming workshops, science week.
- The school takes children out of school on trips linked to their learning, including visits to museums, the Aquarium and Windsor Castle.
- We invite guests into school to deliver specific workshops, such as Healthy Hearts and anti-smoking.
- We ran a successful attendance challenge, where children were rewarded for good attendance with a Circus Skills workshop.
- We also run themed weeks for art and science, with special activities aimed to enhance and enrich learning experiences.

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## What do our pupils do after leaving this school?

- We have high pupil mobility - some children leave the school mid year because of rehousing and others move out of the area; some families leave the area but choose to continue to bring their children to this school.
  - Key Stage 2 children transfer to several different secondary schools and we work closely with colleagues to ensure as smooth a transition as possible; vulnerable pupils are supported by a Learning Mentor with their transition. We also buy in the support of agencies such as Learning Through Action to prepare Year 6 children for secondary school.
  - Last year, our children moved on to 8 secondary schools - John Madejski Academy, Reading Girls', Prospect, Blessed Hugh Faringdon, Highdown, Theale Green, Deanefield and Bulmershe.
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## Ofsted's view of our school

New Christ Church Primary provides its pupils with a satisfactory standard of education. It has a number of strengths, mostly relating to pastoral care and welfare and pupils' personal development and well-being.

Inspection questionnaires relating to well over a half of the pupils were returned, and almost without exception these were overwhelmingly positive. In some cases, comments were added, and most of these referred to the strong sense of community which the school is good at promoting. One sums up the views expressed in many others when noting, 'There is a real family atmosphere, with lots of opportunities for parental involvement and a good and;quot;open doorand;quot; policy.'

Children are given a sound start to their education in Reception. When they begin school, their levels of attainment are most often below what is expected for their age. They make satisfactory progress, but generally fall short of most of the goals expected of children by the time they transfer to Year 1.

The school is receiving intensive support from the local authority to help raise standards. It is making good use of this and has now succeeded in halting a decline in standards at the end of Key Stage 1. Standards at the end of Key Stage 2 are also set to rise. However, at the end of both key stages, standards are currently below the national average. In Year 6, this is because almost half the pupils have specific learning difficulties.

Overall, pupils achieve satisfactorily and make steady progress. In Years 1 to 6, the school manages the high turnover of pupils well and ensures that the individual needs of all newcomers are quickly identified. It has rightly focused on giving extra help to pupils with learning difficulties and disabilities and those with English as an additional language as these two groups comprise the majority of the number on roll. However, in doing so it has too often overlooked the needs of its more able pupils.

The standards of pupils' personal development and well-being are good. Pupils generally behave well. Most pupils get on well with one another and show good social skills.

Teaching is satisfactory overall. There is some good teaching, but practice is inconsistent. So far, the improvements in attainment have mostly been achieved through focused, small group work in which pupils benefit greatly from the individual attention they are given. The curriculum is satisfactory, and is enriched with many extra activities which help make learning more interesting. The quality of care, guidance and support provided for pupils is satisfactory overall. There are strengths in day-to-day care, but these are offset by inconsistencies in the quality of educational guidance provided for pupils resulting from the staff changes in recent years.

The leadership and management of the school are satisfactory. The leadership has created a welcoming environment for the pupils in which they all feel safe, well cared for, and valued. One pupil summed this up well when saying, 'What I like best is the teachers. They are always there to help you when you need it.' The headteacher monitors the work of the school closely and gives a clear lead. However, the management skills of other staff are under-developed. This means that teachers do not have enough of an overview of the impact of their work on pupils' achievement. Overall, the school has a satisfactory, rather than a good capacity to improve because of the need to develop the management skills of the staff.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Date of last inspection: 24-Apr-2007

Ofsted graded our school as satisfactory

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for New Christ Church Church of England \(VA\) Primary](#)

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## What have we done in response to Ofsted?

Our last Ofsted report was in April 2007

- Improve the quality of teaching by sharing and adopting the good practice to be found in some classes. - a pattern of collaborative working has been established, where teachers plan and deliver units of work together; there have also been opportunities to work collaboratively with consultants from the Local Authority and elsewhere

- Ensure that more able pupils are given more consistently challenging work - a gifted and talented register has been established, allowing us to track progress carefully; planning shows appropriately differentiated work for different groups of children

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Develop the leadership and management skills of all teachers. In particular, ensure that they are involved in raising standards through the rigorous monitoring of pupils' achievement and progress - the Standards Team has been established; this team takes responsibility for tracking progress across the school, leading new initiatives and working closely with other staff; all members of the Standards Team are undergoing leadership and management training.

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## More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 0118 9015437

Our website <http://www.newchristchurchprimaryschool.org.uk>