



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### **Christ Church C of E Primary School**

Christ Church Hill  
Hampstead  
NW3 1JH

**Previous SIAMS grade: Outstanding**

**Diocese: London**

Local authority: Camden

Dates of inspection: 10 November 2014

Date of last inspection: June 2009

School's unique reference number: 100028

Headteacher: Katy Forsdyke

Inspector's name and number: Gill Walley NS 644

### **School context**

This is a one form entry school with 183 pupils. Its 1855 building imposes some limitations on teaching space but the school compensates by making very good use of the facilities of the adjoining parish church. 53% pupils are White British, 47% represent a wide range of ethnic groups and about a third speak English as an additional language. The number of pupils with special educational needs and the number who are disadvantaged are both significantly below average. The headteacher was in post at the time of the last inspection. The families of approximately half of the pupils worship at the parish church or in other local churches.

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

- Pupils completely understand the Biblical teaching which Christian values are based on because this is often explained to them in lessons and worship.
- Pupils make outstanding progress in Religious Education (RE) because teaching is outstanding and teachers use their good knowledge of pupils' progress to plan their future learning.
- Parents are extremely positive about the school's strong Christian ethos because they can see how it values and nurtures all children and their families equally well, whether or not they are Christians.
- Governors have a very good understanding of the school's strengths and how it can be improved further because they monitor all aspects of the school's Christian distinctiveness thoroughly.
- Pupils develop their spirituality and understanding of the Christian faith well because collective worship (CW) is outstanding.
- The school works in very close collaboration with the incumbent and the parish church so that pupils feel that they are members of their church community.

### **Areas to improve**

- Invite parents to contribute to the evaluation of the school's Christian distinctiveness so that the school can incorporate their feedback when planning ways to develop the distinctiveness further.

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

The school has adopted six Christian values of compassion, hope, simplicity, creativity, patience and understanding. Each value is developed over several weeks so that children completely understand how to show it in their behaviour towards one another and in their attitudes to their learning. They can explain how the values are rooted in the Bible. For example, they explained that Jesus teaches us to lead a simple life, without needing to have too many possessions, because He will take care of us. The story of Jacob and Rachel was used well to help pupils understand the value of patience. The environment reflects the Christian character extremely well with displays celebrating pupils' learning in RE, which has very high priority in the curriculum, and books of prayers which pupils have written and use daily. Christian symbols on display, along with the striking school logo of the parish church on pupils sweatshirts, all serve as daily reminders to pupils of the Christian faith. There are displays showing pupils visits to several places of worship including temples and a mosque which enable pupils to learn about different faiths, their customs and beliefs. Pupils say how much this helps them to respect one another's beliefs and they explain how this prepares them for life in multicultural society. There is a quiet outdoor area which pupils use for times of calm and reflection. Pupils' social and moral development is extremely well supported because staff praise them for extremely good behaviour and attitudes. Attendance is very high because all pupils feel greatly valued and thoroughly enjoy coming to school. Pupils make very good progress in all areas of the curriculum because the school's strong Christian ethos encourages them to be confident and ambitious to achieve well. Pupils show their concern for others who are less fortunate through fundraising for various charities both locally and abroad, for example by sending money raised during Book Week to a school in India. Year 3 pupils correspond with a school in the Philippines and are beginning to understand the different ways Christians worship in the world by comparing their parish community with that of their pen friends.

### **The impact of collective worship on the school community is outstanding.**

Pupils have very good opportunities for spiritual development because worship is planned well and linked to themes which they can understand easily. For example when they thought about gifts, they linked the gifts God gives us with the ultimate gift of giving lives in service to our country. This led to pupils marking Remembrance and to them understanding Advent as a time when we await the birth of Jesus as a gift from God. Pupils often contribute to collective worship through writing prayers, answering questions and through role play, and they regard worship as a very important part of their day. They can retell many Bible stories and can explain what these stories mean for them. They know the significance of times in the Church year such as Lent and Pentecost, and concepts such as the Trinity, because adults explain them in ways pupils can understand easily. They enjoy singing uplifting Christian songs and praying together, and say how much they enjoy "learning more about God and Jesus", "learning about stories from the Bible" and "learning how to live my life better". Governors and senior leaders monitor and evaluate worship regularly to ensure that it develops pupils' understanding of the Christian faith extremely well. They use pupils' views as part of this process so that they can be sure worship is always meaningful and enjoyable for them. Worship is led by all members of staff so that pupils experience different styles, and they particularly enjoy weekly worship led by the incumbent. Worship is often held in the parish church at special festivals such as Harvest and Christmas. Many school activities and lessons are held there so that pupils feel completely familiar with and relaxed in the building. Pupils and their families also attend and contribute to ten Sunday services each year because of the very close links between the parish and the school. Pupils often plan and lead worship themselves and visitors from other churches help them to understand different styles of Christian worship. Pupils of different faiths and of no faith background also enjoy worship and contribute to it so that they always feel fully involved.

### **The effectiveness of the religious education is outstanding.**

Pupils make outstanding progress in religious education (RE) and look forward to these lessons. Teaching is outstanding so that all pupils reach and often exceed the expected levels for their age. Teachers plan and deliver interesting activities which help pupils to learn about Christianity and other faiths and to relate what they are learning to their own lives. For example, when they learnt about the story of Joseph and his multicoloured coat they talked about how the story helped them to deal with their own feelings of envy. Older pupils develop their spirituality extremely well, for example when they learnt about God's Creation they discussed the questions which we cannot answer. Pupils can retell many Bible stories and some of Jesus' parables and miracles which they have talked about in lessons because they hear and discuss them so regularly. Teachers assess pupils' progress in RE and use this information to plan appropriate activities for pupils of all abilities so that they continue to progress extremely well. The RE leader supports teachers well in knowing how to deliver interesting lessons with activities which children enjoy and remember, and she has developed their confidence in the teaching of Christianity and other faiths. RE supports pupils' moral and spiritual development well because they talk about how they can apply their learning to their own lives and experiences. They particularly enjoy visits to places of worship in the locality such as the Mosque and Temple. These support pupils to respect the beliefs of people of different faiths and to see the similarities between them. When pupils are learning about faiths other than Christianity parents often visit to talk to them about their customs and celebrations and this helps pupils of different faiths to feel fully involved. Learning in RE is monitored extensively by senior leaders and the incumbent to evaluate teaching and ensure that standards continue to rise. Teachers' effective marking and feedback helps pupils understand precisely how they can improve their work further. Teachers make very good links between RE and other areas of the curriculum, including writing, art and design. This reinforces what pupils have learnt in RE extremely well and indicates how important RE is in the school's curriculum.

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

Senior leaders and Governors monitor the Christian distinctiveness of the school rigorously to identify ways to strengthen it, although they do not involve parents in evaluating the Christian distinctiveness. The school has continued to strengthen the distinctiveness since the last inspection, for example by establishing the cycle of Christian values. All staff talk about and live out the school's distinctive values well and encourage pupils so that they make outstanding progress in their learning and personal development. Governors and senior leaders have given thought to succession planning because maintaining the Christian character is of fundamental importance to everyone in the community. Staff describe "the warm, loving community built on Christian values" which "promotes and celebrates diversity". Staff say they are extremely well supported in understanding how to teach RE, to lead worship and to promote the distinctive Christian character of the school. There is very good induction for new staff in these areas when they are appointed. The school works in close partnership with the Diocese to evaluate its work and to ensure that standards continue to improve. Arrangements for collective worship and RE meet statutory requirements. Staff talk of the way pupils behaviour, relationships and attitudes to learning are rooted in the school's strong Christian ethos. The school works very closely with the parish church and its community and all groups see this as a strength. Parents, staff and pupils are proud of the school's Christian character and parents say their children talk about their deep understanding of the Christian faith because of the quality and importance of worship and RE. The headteacher and staff are extremely good role models for the pupils and help them to understand what it means to belong to a Christian family. Pupils say that "we all feel really involved and know that adults really care about us". The incumbent has a strong presence in the school's community and this helps to consolidate the links between the school and its parish.

SIAMS report November 2014 Christ Church CE Primary School, Hampstead NW3 1JH