



Self - Evaluation Form (SEF)

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Website: www.christchurchfolkestone.com

Self-Evaluation Form: Christ Church CEP Academy, Folkestone

Description of the Academy

Christ Church is a two-form entry Church of England Primary Academy located near the centre of Folkestone, albeit serving a wide catchment area within the locality. In 2022-2023, we were oversubscribed in most year groups. The east part of Folkestone is considered an area of high deprivation, and the vast majority of pupils come from this vicinity:

- IMD statistics list the academy with the highest IMD indicators in Folkestone, and ranked 19 out of the 450 primary schools in Kent
- Folkestone Harvey Ward has the highest benefit claim (43%) in Kent

Pupil characteristics

- 18% are vulnerable, have special and additional needs, including physical disabilities and social and learning difficulties
- 50% of pupils are entitled to Free School Meals
- One third of pupils speak English as an additional language, with over half of these at a very early stage of speaking English
- There is significant social services involvement for several families

Distinctiveness as a Church School

Our ethos is firmly anchored to our school vision:

Inspired by God's love, we humbly strive to be the best version of ourselves every day, in every way. We cherish the dignity of each precious person: thankfulness, friendship, forgiveness and hope are at the heart of our inclusive community.

We utilise prominent areas throughout the site as a stimulus for reflection and prayer, as well as displays within each classroom which reflect our ambitious and high-quality curriculum. Inspired by Christian values and teachings, we provide a caring learning environment which affirms the unique importance of every individual, whilst striving to enable everyone to develop their talents and thereby become prepared for responsible global citizenship.

The next steps as listed from the most recent Ofsted inspection letter (November 2022) are:

Leaders and those responsible for governance should ensure that:

- Learning activities are consistently well matched to the intended learning and reflect the school's ambitious curriculum.
- All teachers know how to translate the curriculum thinking into high-quality learning so pupils achieve consistently high.
- Pinpoint precisely what needs to be done to make improvements e.g. targets for pupils with SEND (with a higher level of need) and the impact of the curriculum in EYFS.

Since September 2022, the following has occurred:

- From September 2022, the school changed from 'tutoring' to an 'Academic Mentor' prioritising PP, EAL and SEND pupils.
- The new maths scheme of work continues to evolve and be developed – a new multiplication programme is in place to develop children's mathematical skills and recall of multiplication facts.
- Reading remains a strength in EYFS and Key Stage 1 – the Key Stage 2 programme continues to be embedded and developed to develop children's comprehension and reading skills.
- ALL subjects across the curriculum have been enhanced further and all are at different stages. Common themes that have been developed are: key knowledge and skills and medium term plans. Subject Leaders have had their skills developed in the monitoring of their subjects including observing lessons and evaluating evidence of the curriculum. We now need to focus on the teaching and planned activities for these lessons to ensure they meet the highly ambitious intended aims of the curriculum.
- The school has evaluated its 'Cultural Capital' offer and successfully bid for additional money in order to enhance the children's experiences beyond the curriculum.
- The school has worked closely with the LEA to develop further strategies to support families with school attendance – persistent absentees has reduced but there is still a stubborn issue with attendance which the Leadership continue to work on.
- A policy for Spirituality has been developed reflecting our Distinctive Christian Ethos to allow the children opportunities to be spiritual or experience moments of spirituality throughout the school day.

- An audit into SEND was conducted by STLS (Specialist Teaching and Learning Services) to evaluate SEND provision across the school. We have identified that we need to tighten targets around children with higher level of needs and ensure targets are clearer and more measurable.
- Several staff have completed CPD for the NPQ programmes (NPQH, NPQSL, NQPML and NPQLTD) to develop leadership capacity at all levels.
- The school internally appointed a new Deputy DSL and a new Deputy SENCo to develop capacity further in Safeguarding and SEND to continue to enhance the provision already in place.
- PE provision has been developed further with a revised curriculum offer; from September 2023, Elite Sports have been employed to teach PE as well as enhance teacher's teaching of PE further. The school has participated in more PE competitions and other active opportunities including swimming.

SECTION 1: The Quality of Education

Current Grade: 2

Last inspection Grade: 2

Ofsted (2022):

The school's curriculum is carefully considered and sequenced. It is broad and equally ambitious for pupils with special educational needs and/or disabilities (SEND) as it is for others. Staff are quick to identify the needs of pupils with SEND and they are supported well. Pupils' positive attitudes and very good behaviour helps them learn well. The curriculum builds pupils' knowledge securely, particularly in English and mathematics. In a few subjects, however, activities and work are not always as well matched as they could be to the knowledge and skills that teachers know pupils need to learn.

EYFS – Good Level of Development

	School		Kent		National	
	All	PP	All	PP	All	PP
% GLD	71%	56%			68%	
% Reading	86%	72%				
% Writing	75%	72%				
% Maths	88%	80%				

(Please note we are awaiting confirmation of Kent and National Data to be validated before this is completed).

Generally, on entry, cohorts are assessed as being below national expectations and therefore a strong curriculum offer is in place to ensure the children make good progress. Careful planning and consideration is always given to this cohort of children as they enter Year 1 to ensure they are prepared and ready for the year ahead although we intend to revise our EYFS/Year 1 transition further to strengthen it even more. We implemented additional Read, Write Inc sessions; we also implemented Speech and Language intervention to support the children with Speech and Language problems. A small number of children who were not quite 'school-ready' had the curriculum suitably adapted to meet their needs supported by STLS. The SDP for 2023-24 outlines how we plan to enhance EYFS further including increased opportunities for writing.

Ofsted Report (2022):

Leaders' focus on developing pupils' communication and speech and language skills. In all subjects, from Reception onwards, there is a strong emphasis on enriching pupils' vocabulary. In mathematics, for example, repetition and use of correct language helps children in Reception explore numbers. Older pupils' use of mathematical terminology helps them respond well to teachers' challenging questions. This helps to deepen pupils' thinking and mathematical understanding.

Year 1 – Phonics Screening

	School		Kent		National	
	All	PP	All	PP	All	PP
% Phonics	80%	72%			80%	

(Please note we are awaiting confirmation of Kent and National Data to be validated before this is completed).

Reading is a key whole-school priority – it is our ambition that every child can read at Christ Church. A robust phonics programme is in place across EYFS and Key Stage 1; staff are well trained to deliver this and children make good progress. The Reading Lead is also Reading Recovery trained and works closely with pupils who are struggling/have barriers which prevent them from making good progress. Careful consideration is given to those children who did not pass the phonics screening and additional intervention is in place for them throughout Year 2.

Ofsted (2022):

Leaders have ensured that reading is a priority. Phonics teaching is extremely efficiently organised and taught well. Children in Reception start to learn phonics straight away. Pupils quickly learn letters and the sounds they make. Leaders and staff assess pupils accurately. They provide additional sessions for any pupils who struggle, to help them catch up quickly. Pupils read and take books home that match the sounds that they know. Teachers encourage pupils to develop a love of reading. Children in Reception enjoy listening to stories and rhymes and singing songs. Teachers use a wide range of texts to help pupils build their knowledge and enjoyment of reading. Pupils are encouraged and challenged to read widely and frequently, at school and at home. They develop as confident, fluent readers with skills to access the wider curriculum. Books that teachers share with pupils are carefully chosen. They often promote pupils' awareness and discussion of issues, such as cultural diversity, equality and difference. Pupils gained enormously from the opportunity to meet and question the author of the book 'The Boy at the Back of the Class'. They discuss issues around refugees, and the importance of friendship and kindness.

Key Stage 1 – Year 2 SATs Assessments

	School		Kent		National	
	All	PP	All	PP	All	PP
% Reading EXS	77%	70%				
% Writing EXS	65%	61%				
% Maths EXS	75%	67%				
% Combined EXS	58%	55%			57%	
% Reading GDS	18%	0%				
% Writing GDS	3%	0%				
% Maths GDS	12%	9%				
% Combined GDS	2%	0%			6%	

(Please note we are awaiting confirmation of Kent and National Data to be validated before this is completed).

This cohort have made significant progress given the combined was below 20% in September. Pupil Premium has been used used to employ additional teaching staff to support the teaching and learning of the curriculum particularly in maths and English and the results reflect this. The results also reflect the additional work carried out by the Academic Mentor throughout the academic year.

Year 4 – Multiplication Tables Check

	School		Kent		National	
	All	PP	All	PP	All	PP
25	10%	3%			30%	
% 20+	47%					
Modal Score	18					
Mean Score	19				20	

(Please note we are awaiting confirmation of Kent and National Data to be validated before this is completed).

Results from the MTC were good but we have plans to enhance this further so all children have strong recall of multiplication facts via a new competition programme which we have started rolling out across the school. Our new curriculum for Maths emphasises a stronger focus on mental arithmetic and associated multiplication facts.

Key Stage 2 – Year 6 SATs Assessments

	School		Kent		National	
	All	PP	All	PP	All	PP
% Reading EXS	85%				74%	
% Writing EXS	83%				71%	
% Maths EXS	87%				73%	
% Combined EXS	72%	60%			59%	
% GPS EXS	83%				72%	
% Reading GDS	42%					
% Writing GDS	23%					
% Maths GDS	27%					
% Combined GDS	12%					
% GPS GDS	35%					

(Please note we are awaiting confirmation of Kent and National Data to be validated before this is completed. Additionally, progress measures are not being published this year by the Government but we have added them for reference to inform school improvement priorities).

End of Key Stage outcomes for Key Stage 2 were strong.

The school has continued to achieve the standards it has through:

- Monitoring of Teaching and Learning which feed into discussion in SMT and Staff Meetings.

- Marking policy updated are robustly implemented across the school. SMT book scrutinies provide quality assurance.
- Additional teaching staff funded from Pupil Premium to support teaching and learning for ALL pupils but disadvantaged prioritised first.
- The SEND Team lead the provision to ensure children with additional needs make good progress.
- Learning Walks, aspirational targets, high expectations, book scrutiny, regular monitoring of planning and pupil progress meetings each term all contribute to quality provision for teaching and learning.
- CPD opportunities for staff to work on specific targets and whole school CPD focus.
- Individual time with senior leaders to look at books and have support with developing teaching and learning.

Parent Questionnaire – Autumn 2022

1) My child is happy at Christ Church	99% Strongly Agree or Agree
2) My child feels safe at Christ Church	97% Strongly Agree or Agree
3) Christ Church makes sure its pupil are well behaved	99% Strongly Agree or Agree
4) Christ Church deal with bullying effectively	98% Strongly Agree or Agree
5) Christ Church makes me aware of what my child is learning	94% Strongly Agree or Agree
6) Christ Church responds well to any concerns I raise	98% Strongly Agree or Agree
7) My child has SEND and Christ Church gives them the support they need to succeed	99% Strongly Agree or Agree
8) Christ Church has high expectations for my child	100% Strongly Agree or Agree
9) My child does well at Christ Church	97% Strongly Agree or Agree – 3% didn't know
10) Christ Church lets me know how my child is doing	98% Strongly Agree or Agree
11) There are a good range of subjects available for my child at Christ Church	99% Strongly Agree or Agree
12) My child can take part in clubs or activities at Christ Church	95% Strongly Agree or Agree
13) Christ Church supports my child's wider development	98% Strongly Agree or Agree
14) Christ Church is well led and managed	100% Strongly Agree or Agree
15) I would recommend Christ Church to another parent	98% Strongly Agree or Agree

Additional Comments include:

My child is happy, doing well and is well supported by her teachers and peers.

Leadership is very visible and responsive and I really appreciate that, and my child's teachers have all been warm, helpful and kind. I am very happy that we chose Christ Church.

My child absolutely loves Christchurch and I am so pleased with his progression since September. He even loves reading now! Thank you so much.

Christ Church is a lovely school, very warm and friendly, with the children's happiness at its heart.

All of the staff at Christ have been freidnly and welcoming since we started. We're very with the school.

My child loves geography and history and the things they learn about fascinate her.

Brilliant school, brilliant staff and brilliantly run. Will always recommend Christchurch Academy.

We love this school and are grateful for everything you do not for our child but also for us as parents. The teachers and headteacher are simply amazing.

SECTION 2: Behaviour & Attitudes

Current Grade: 2

Inspection Grade: 2

Learning behaviours of the vast majority of pupils are good. There is a purposeful, polite and respectful learning atmosphere throughout the school.

Ofsted Report (2022):

Pupils get on well together and value the friendships they make. They behave very well and are polite and respectful. They demonstrate the school values of friendship, thankfulness, forgiveness and hope.

Effective use of the behavioural policy has ensured that:

- Standards of mutual respect and tolerance are high – there is minimal disruption to teaching and learning.
- Expectations re behaviour in and around the school are enshrined in Behaviour and Lunch Time policies, as well as movement around the school guidance.
- Pupils feel valued and safe throughout the academy as noted in the Parents' Questionnaire.

Pupil Voice and Surveys demonstrate children enjoy school, feel safe and have lots of opportunities to learn. They enjoy the curriculum and recognise bullying may happen but believe it is dealt with when it occurs. Pupils know who to talk to if they are experiencing any issues or concerns.

We have plans in the 2023-2024 SDP to enhance the opportunities at break time and lunchtime to ensure all children are having an enjoyable and memorable experience at school via our new Sports Coaching Company.

Attendance has been a challenge for the school and we are constantly refining our approach to ensure children have high attendance levels. During the 2022-2023 academic year, we enjoyed support from the LEA who reviewed our attendance procedures, praised what we doing and supported us to improve further. It is not a case that there is work to do but a case of constantly reviewing and refining our practices to encourage positive attendance patterns. Although not recognised in the official OFSTED report, the education watchdog did comment verbally that the school did everything it possibly could and could not see what else it could do.

In 2018/19 attendance proved stubborn to improve (at 94.1%), albeit variation between vulnerable groups was virtually eliminated for the first time. Attendance continues to be a high priority - systematically monitored and promptly acted upon by school leaders. Every effort is made to improve pupil attendance as it perennially requires constant vigilance, especially for persistent absences.

In 2019/20, lockdown and COVID meant attendance figures did not have the opportunity to be improved however many initiatives were in place e.g. Route 95 in order for classes to benefit collectively from improved and high attendance. Children and parents responded to this well and specific attendance issues were addressed or referred to outside agencies e.g. Attendance and Early Help in order to support families.

In 2020/21, lockdown impacted on attendance drastically especially with the change in national policy. The school did everything it could possibly do to keep attendance strong.

In 2021/2022, whole school attendance was 92.4%. The barriers to attendance were: increased absence due to COVID-related symptoms, illnesses, increased social and emotional issues within families and a decline in mental health; finally, increase in term-time holidays which were not authorised.

In 2022/2023, whole school attendance was 91.8%.

The Attendance Report for 2022-2023 can be read for a full analysis.

Safeguarding remains a strength of the school under the leadership and guidance provided by the DHT. All school stakeholders receive regular training, updates and additional CPD whenever and wherever required. It is a top priority that receives considerable attention in the day-to-day operation of the school. The high standards in relation to safeguarding were acknowledged in our recent OFSTED inspection (Ofsted Report 2022):

Ofsted Report (2022):

There is a strong culture of safeguarding at this school. Pupils' well-being and safety are priorities for everyone. Staff know pupils very well and so are quick to spot any signs that a child may be at risk of harm. Staff are well trained. Leaders make sure that staff know exactly what to do if they have a concern. Leaders ensure that swift action is taken and pupils get the help they need to stay safe. They seek support from specialist agencies, where appropriate. Record keeping is thorough. Pupils learn how to keep themselves safe, including when online.

In line with Ofsted's Report 'Review of Sexual Abuse in schools and colleges' in June 2021, the school have added new reporting criteria to our online safeguarding system – mainly sexism, sexualised behaviour and homophobic behaviour. The school take a firm stance on any discriminatory behaviour and staff have been trained in how to tackle any such incidents and did training around this during the 2022-2023 academic year. Scenarios are used in weekly training so staff become skilled in reporting and dealing with racist, homophobic or misogynist comments or behaviours – we will continue to develop this in 2023-2024.

SECTION 3: Personal Development

Current Grade: 2

Grade at last inspection: 2

Our SMSC and PSHE provision (now called Jigsaw) is high quality and integral to the curriculum as well as in Acts of Collective Worship

- Assemblies and AoCW underpin Christian values and core global social values
- Fund raising events raise awareness for local, national and international charities
- Extensive use of Jigsaw to provide opportunities for pupils to learn in varying and vicarious contexts
- Close link with Holy Trinity Church and the ministry
- Active engagement with local groups, especially multi-cultural, culminating in Community cohesion activities and events
- Enhanced participation in Wider Opportunities for Music.
- Improved PE curriculum development
- Working with supermarkets such as Morrisons, Asda and the Co-op to fundraise, support children in school and volunteer.
- Forest School
- Cultural Capital experiences to provide children with valuable educational and cultural opportunities they would otherwise not have been able to experience

Ofsted Report (2022):

Pupils feel safe. Bullying does not worry pupils. They know that any issues will be quickly addressed by staff. Staff know pupils very well. There are positive, trusting relationships. Pupils appreciate what they call, 'a nice environment for learning'. They say they are lucky to have a swimming pool, a prayer garden and 'a bunch of people to talk to' if they have any worries.

Since 2017 staff have undertaken *Philosophy for Children* training, thus equipping us to provide even greater provision. The academy was awarded the Gold Level for this in the Summer of 2021 culminating in a four-year journey. P4C will continue to be a central part to our curriculum in terms of enquiry, questioning and thinking.

Ofsted Report (2022):

Pupils thrive in the purposeful and caring atmosphere. They are very happy at school. Parents are extremely supportive. Typical views were summed up by a comment from one parent by saying, 'The staff seem like one happy family. They create a fun, warm, safe, environment for the children to come to and feel happy and secure.' Pupils enjoy learning. Staff always support and encourage them. Everyone is included, treated equally and fairly and pupils say, 'that's how it should be'. Leaders' expectations are high and pupils live up to the school motto of 'striving to be the best version of ourselves every day'.

There is a plethora of good provision for pupils' personal development, including the building of character that is anchored closely to both Christian and British values. Nevertheless, we strive to do even better.

During 2023-2024, the school will focus even further on cultural capital and experiences offered to our children via the curriculum and through other means e.g. local community, national level, etc. We plan to review and revise our cultural capital experiences that we offer our children ensuring they all receive the very best experiences beyond the curriculum and outside of school.

SECTION 4: Effectiveness of Leadership & Management

Current Grade: 2

Last Inspection Grade: 2

In a recent Parent Survey, 100% of Parents/Carers Agree or Strongly Agreed the School was well led and managed.

Ofsted Report (2022):

Typical views were summed up by a comment from one parent by saying, 'The staff seem like one happy family. They create a fun, warm, safe, environment for the children to come to and feel happy and secure.'

Leaders and governors are determined and unwavering in their work to make sure that all pupils are getting the best learning, social and cultural experiences. Many parents agreed with one who said, 'The school go above and beyond to provide extra-curricular activities and fun events for the children.'

The Leadership Team work effectively and cohesively to keep standards high; they also work tirelessly to ensure staff wellbeing is a priority. 100% of Staff in a Staff Survey in Autumn 2022 either Agreed or Strongly Agreed that Christ Church is well led and managed. 98% Strongly Agreed or Agreed Staff Workload was taken into consideration but 100% Strongly Agreed or Agreed that they were well supported in their role. 99% believed their well-being was taken into consideration. During the 2023-2024 academic year, the report format was revised and condensed, including a day release to write them, and CPD opportunities were given to staff throughout their teaching day so as to not add additional time to their day. Staff's wellbeing, workload and mental health is taken is always taken seriously.

Ofsted Report (2022):

Staff feel valued and supported by leaders. Leaders and governors are committed to staff's professional development and their well-being. Staff work well as a dedicated team. Subject leaders are skilled and staff benefit from their expertise. Teachers use their good subject knowledge to explain new content well to pupils. They engage pupils well in discussions and check their understanding. This information is used effectively to identify any learning gaps.

Comments from the Staff Survey (Autumn 2022) include:

Workload and well-being is taken seriously.

The Leadership Team have continued to strengthen the school and I really enjoy working here.

We have a Headteacher who models high expectations but expects us to achieve this, realistically, taking into account of our mental health.

The Deputy Headteacher and one Assistant Headteacher have completed their NPQH; the other Assistant Headteacher and EYFS Leader are have completed NPQSL; the SENCO and Deputy SENCO are studying for their NASENCo Award and the Reading/Worship Lead and two class teachers have passed their NPQLTD.

The Deputy Headteacher has been extremely effective and instrumental in her role. She has ensured that safeguarding measures remain robust and families and children are supported in terms of their wellbeing and safeguarding.

The Business Manager began in June 2022 and has been highly effective and instrumental in ensuring the school receives excellent value for money; she manages the budget extremely effectively ensuring public funds are spent appropriately and reward the school and children with great financial value.

One Assistant Headteacher has continued to strive to develop all aspects of the curriculum to ensure children really can be the best version of themselves. She has identified which subjects need developing and is creating an immersive experience for all pupils regardless of their ability although Ofsted recognised the high-quality and effective curriculum already in place – the targets for further development were already identified by the school.

Ofsted Report (2022):

The school's curriculum is carefully considered and sequenced. It is broad and equally ambitious for pupils with special educational needs and/or disabilities (SEND) as it is for others. Staff are quick to identify the needs of pupils with SEND and they are supported well. Pupils' positive attitudes and very good behaviour helps them learn well. The curriculum builds pupils' knowledge securely, particularly in English and mathematics. In a few subjects, however, activities and work are not always as well matched as they could be to the knowledge and skills that teachers know pupils need to learn

The other Assistant Headteacher continues to ensure that Christian Distinctiveness permeates throughout the school ably supported by the Worship Lead. The Worship Lead also leads Reading across the school and has ensured that no child missed out on vital reading opportunities during the lockdown period

and is now working to revise our reading system to ensure children are progressing well. The SENCo has ensured appropriate provision is in place and monitors this. She has worked effectively to secure EHCPs and High Needs Funding for specific children and work with SEND and outside agencies to ensure our provision for our most vulnerable children is strong and effective. Our Early Years Leader continues to ensure children are at the heart of the Early Years and is constantly looking for new ways to adapt and innovate teaching. However, we do acknowledge further work is needed to ensure children with more complex needs have clearer and tighter targets.

Ofsted Report (2022):

Senior leaders have identified where overall improvements are needed. However, in a very few areas, they have not clearly pinpointed precisely what needs to be done to make these improvements. For example, the checks on some of the targets for pupils with SEND, who have higher levels of need, and the impact of the curriculum in the early years, lack a sharp focus.

School leaders accurately identify strengths and weaknesses, as well as ensuring that school wide improvements are effectively led and managed:

- Read, Write, Inc
- White Rose Maths
- Spelling Curriculum (Get Spelling)
- Philosophy for Children (P4C)
- Forest School

The impact of the above is self-evident from consistently high and improving pupil outcomes.

As a result of the very good leadership and management of our academy the quality of teaching is at least good and our pupils, especially those who are vulnerable, achieve standards that are consistently good.

Furthermore, school leadership is securely focused on professional development and collaboration:

- All teaching staff (teachers and Teaching Assistants) continually receive high quality training and development opportunities in English and Maths and key school priorities.
- Appraisal is at the forefront of professional development and encased within our remit for improving teaching and learning – there will be a stronger link in 2023-2024 to the Teacher Standards and Teaching Assistant Standards to develop staff further.
- Folkestone Ethos Schools (FESI) Collaborative supports and at times helps to shape the Academy's improvement agenda. There are now 7 schools in the collaboration.
- The school website contains key policies, curriculum developments, academy improvement plans as well as informing parents and stakeholders of school performance and current events/activities via weekly newsletters. Indeed, it has inspired prospective parents to visit and witness for themselves the exciting learning environment we provide our pupils
- Our new school MIS system, Arbor, was implemented at the end of the 2021/22 academic year to streamline communication with parents.

- Class Dojo was implemented during the first lockdown and we continued to be praised by parents and the school community for the excellent communication offered and swift action to move to remote learning.

SECTION 5: Early Years Provision

Current Grade: 2

Grade at last inspection: 2

The provision in the Early Years continues to build upon significant core strengths as well as through forward thinking initiatives – this is due to very skilled practitioners who work in the EYFS.

Our recent OFSTED inspection noted and verified the good work already in place at Christ Church in regards to EYFS:

Ofsted Report (2022):

Leaders’ focus on developing pupils’ communication and speech and language skills. In all subjects, from Reception onwards, there is a strong emphasis on enriching pupils’ vocabulary. In mathematics, for example, repetition and use of correct language helps children in Reception explore numbers.

Leaders have ensured that reading is a priority. Phonics teaching is extremely efficiently organised and taught well. Children in Reception start to learn phonics straight away. Pupils quickly learn letters and the sounds they make. Leaders and staff assess pupils accurately. They provide additional sessions for any pupils who struggle, to help them catch up quickly. Pupils read and take books home that match the sounds that they know.

Teachers encourage pupils to develop a love of reading. Children in Reception enjoy listening to stories and rhymes and singing songs. Teachers use a wide range of texts to help pupils build their knowledge and enjoyment of reading. Pupils are encouraged and challenged to read widely and frequently, at school and at home. They develop as confident, fluent readers with skills to access the wider curriculum.

As can be seen from the report, the school’s EYFS provision is good – it has a robust curriculum for early reading and early maths which allows all children to make good progress. This means children in EYFS receives a strong starting point in their learning journey.

We continue to meet parents using our new style parent meeting format – rather than a formal parents’ evening, parents attend regular sessions to see their children’s work and engage in their school. The EYFS Team Leader organised bespoke training for all EYFS staff and this will continue into the 2023-2024 academic year.

The SENCo works with staff too in order to identify early SEND needs and strengthen staff's ability to identify and manage children with specific educational needs.

The EYFS Lead and SENCo have worked collaboratively with STLS to support children with additional needs and ensure they have a successful start to their Primary Education.

SECTION 6: Overall Effectiveness	Current Grade: 2
	Grade at last inspection: 2

Christ Church CEP Academy continues to be a good school for those features as identified above:

- From a very low starting point, pupil achievement is either in line with or above national expectations and the vast majority of pupils make expected or better than expected progress in all subjects.
- Pupil Achievement is good, and in some years is on the verge of outstanding. Parents are highly supportive of the school and the work it does to ensure all children receive the very best education and opportunities.
- Teaching and learning is good overall and in many instances better. Pupil outcomes, their books as well as their approach to learning are all testament to the high quality provision that our children receive as an academy entitlement. The school is very clear it wishes to enhance some aspects further such as ensuring children with SEND are accessing the curriculum equally and those that are more able are being challenged suitably.
- The Christ Church Experience/Curriculum provides our pupils with a wide range of learning experiences which in turn ensures they access high quality, first hand learning in class or outdoors. All subjects have very strategic action plans accompanied with them so it is clear how they will develop further. Key knowledge and skills are also very clear in all subjects.
- The academy's safeguarding policies ensure pupils are safe because they are vigorously implemented throughout the school.
- Behaviour for learning is consistently good or better – even in challenging circumstances.
- Attendance is slightly below national expectations therefore vigilance and proactive action is key to improve this standard. The LEA Attendance Advisor has supported in school and continue to evolve, build on and refine our practice – this is very much the culture in Christ Church. Our new MIS system also reports attendance immediately to parents so they are aware of how many absent days their child has had.
- Leadership and management have proven to be very effective in raising standards in all areas of learning and in all aspects of child development.

- Our capacity to improve even further is inherent in the established subject leadership structure which effectively builds upon existing effective distribution of staff responsibilities and accountabilities. As already noted in this document, it nevertheless warrants restatement here:

Ofsted Report (2022):

Pupils thrive in the purposeful and caring atmosphere. They are very happy at school. Leaders' expectations are high and pupils live up to the school motto of 'striving to be the best version of ourselves every day'.

This document should be read in conjunction with the 2023/24 School Development Plan.