[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwitl-622PDVAhUC2BoKHWHeDWcQjRwIBw&url=http://www.christchurchfolkestone.com/&psig=AFQjCNHqLWO1fM1URIeGnNwb-GCZ5Nz59w&ust=1503692285319306)

**Self - Evaluation Form (SEF)**

**Headteacher: Mr Robin Flack  
Website:** [**www.christchurchfolkestone.com**](http://www.christchurchfolkestone.com) **Self-Evaluation Form: Christ Church CEP Academy, Folkestone**

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| **SECTION 1: Our school’s context** | **SEPTEMBER 2021** |
| **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 2020-2021, we were oversubscribed. The east part of Folkestone is considered an area of high deprivation, and the vast majority of pupils come from this vicinity:   * LA mosaic highlights the low attainment and lack of academic aspirations inherent within a significant number of our pupils’ families * IMD statistics list the academy with the highest IMD indicators in Folkestone, and ranked 19 out the 450 primary schools in Kent * Folkestone Harvey Ward has the highest benefit claim (43%) in Kent * In the recent past the academy was in the centre of a Neighbourhood Renewal Area, deemed the 91st most deprived area in the UK   **Pupil characteristics**   * Over 30% are vulnerable, have special and additional needs, including physical disabilities and social and learning difficulties * 46% 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 * The academy has now employed a Pupil Mentor following COVID to support the emotional and mental health needs of our pupils.   **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 spiritual displays within each classroom. 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. | |

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| **The next steps as listed from the most recent Ofsted inspection letter (June 2019) are:** |
| |  | | --- | |  | | Leaders and those responsible for governance should ensure that:   * Record-keeping is maintained at the highest possible standard to ensure that work to keep pupils safe can be improved even further * Improve the skill set of governors who are new to the governing body, so they can discharge their statutory duties confidently * Continue the thoughtful work already under way to deepen pupils’ knowledge, skills and understanding further across the wider curriculum. | |

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| **Since September 2020, the following has occurred:** |
| * The new Headteacher replaced the retired Headteacher in September (he was previously the Deputy Headteacher). * A new leadership team was quickly established due to several senior members of staff leaving their positions: this included, as well as a new Headteacher, a new Deputy Headteacher, two new Assistant Headteachers and a new SENCo. The SMT/Leadership Team have worked cohesively to ensure standards remain high and the academy flourishes in every aspect. * Like all schools, the school was impacted heavily by the third national lockdown in January 2021. Our immediate issues were a lack of access to ICT and technology, food provision for our most vulnerable families, the emotional and mental health of all community members and ensuring the children could access a high-quality curriculum remotely. * A remote learning policy and practice was swiftly implemented to ensure all children could access quality remote learning. We were praised by parents. * Around 100 laptops were received from the DfE and purchases were made in addition to ensure every child, who needed a device, received one. Internet access was provided for those families who needed it. * Every child eligible for a place at school was offered this. |

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| **SECTION 1: The Quality of Education** | **Current Grade: 2** |
| **Last inspection Grade: 2** |
| School targets for 2019/20 and 2020/21 could not be achieved owing to COVID. However, the data since 2017, for ease, has been included and Teacher Assessed Data has been included for 2019/20 and 2020/21.  **Foundation Stage**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **2017** | | | | | | **2018** | | | | | | **2019** | | | | | | |  | **School** | | Kent | | National | | **School** | | Kent | | National | | **School** | | Kent | | National | | | % Good level of Development | **All FSM** | | All | FSM | All | FSM | **All** | **FSM** | All | FSM | All | FSM | **All** | **FSM** | All | FSM | All | FSM | | **79** | **75** | 74 | 56 | 71 | N/A | **67** | **41** | 75 | 60 | 72 | N/A | **76** | **62** | 74 | 56 | 72 | N/A | | % Exceeding or Expected Literacy Goals | **81** | **75** | 76 | 59 | 72 | N/A | **75** | **59** | 77 | 62 | 73 | N/A | **76** | **62** | 76 | 58 | 73 | N/A | | % Exceeding or Expected Maths Goals | **81** | **75** | 81 | 66 | 79 | N/A | **84** | **82** | 82 | 69 | 78 | N/A | **81** | **71** | 81 | 67 | 78 | N/A |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **2020 (Teacher Assessment March 2020)** | | | | | | **2021 (Teacher Assessment July 2021)** | | | | | | |  | **School** | |  | |  | | **School** | |  | |  | | | % Good level of Development | **All FSM** | |  |  |  |  | **All** | **FSM** |  |  |  |  | | **37%** | **0%** |  |  |  |  | **68%** | **40%** |  |  |  |  | | % Exceeding or Expected Literacy Goals | **0%** | **0%** |  |  |  |  | **73%** | **30%** |  |  |  |  | | % Exceeding or Expected Maths Goals | **0%** | **0%** |  |  |  |  | **78%** | **30%** |  |  |  |  |   Generally, on entry, cohorts are assessed as being below national expectations and therefore lots goes into ensuring 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. This now includes additional Read, Write Inc sessions. We also implemented NELI (Speech and Language) to support the children with Speech and Language problems. As can be seen from the data, EYFS were particularly affected by the lockdown and COVID-19: this has informed the SDP for this year with additional staffing capacity, a clear focus on the new framework, CPD for staff developing the outdoor curriculum as well as the good work already going on.  Again, the Phonics Screening was cancelled owing to COVID but the children were well on track for meeting or exceeding the national average. The phonics screening took place in the Autumn Term for Year 2 children and the pass rate was 93%. The previous figures are here too:   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **2017** | | **2018** | | **2019** | | **2020** | | | | All | FSM | All | FSM | All | FSM | All | FSM | | | 90 | 96 | 85 | 72 | 85 | 73 | 93 | | 82 |   The target for 2021/22 is to continue to attain this high pass rate, which remains at or above the national average. The current Year 2 and 3 (who didn’t pass the year before) will need additional intervention in order to catch up with time they missed during the lockdown period. This is being achieved via refined groups with dedicated staff to ensure the children make good progress. | |

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| **Key Stage One**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **2017** | | | | | | | **2018** | | | | | | **2019** | | | | | | | |  | **School** | | **Kent** | | **National** | | **School** | | | **Kent** | | **National** | | | **School** | | **Kent** | | **National** | | | **All** | **FSM** | **All** | **FSM** | **All** | **FSM** | **All** | | **FSM** | **All** | **FSM** | **All** | **FSM** | | **All** | **FSM** | **All** | **FSM** | **All** | **FSM** | | % Reading expected | **78** | **71** | 79 | 65 | 76 | N/A | **80** | | **73** | 78 | 62 | 75 | N/A | | **83** | **90** | 76 | 58 | 75 | N/A | | % Writing expected | **85** | **71** | 72 | 57 | 69 | N/A | **78** | | **72** | 73 | 56 | 70 | N/A | | **78** | **75** | 71 | 52 | 69 | N/A | | % Maths expected | **83** | **82** | 78 | 65 | 75 | N/A | **80** | | **82** | 79 | 64 | 76 | N/A | | **81** | **75** | 78 | 61 | 77 | N/A | | % Reading greater depth | **22** | **18** | 26 | 13 | 25 | N/A | **22** | | **18** | 27 | 14 | 26 | N/A | | **26** | **25** | 26 | 13 | 25 | N/A | | % Writing greater depth | **15** | **11** | 17 | 8 | 16 | N/A | **22** | | **18** | 17 | 7 | 16 | N/A | | **21** | **20** | 15 | 6 | 15 | N/A | | % Maths greater depth | **22** | **24** | 21 | 10 | 21 | N/A | **17** | | **27** | 22 | 11 | 22 | N/A | | **26** | **15** | 22 | 10 | 22 | N/A |   **Key Stage One**   |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **2020 (Teacher Assessment March 2020)** | | | | | | | **2021 (Teacher Assessment July 2021)** | | | | | | |  | **School** | |  | |  | | **School** | | |  | |  | | | | **All** | **FSM** |  |  |  |  | **All** | | **FSM** |  |  |  |  | | | % Reading expected | **71** | **67** |  |  |  |  | **75** | | **65** |  |  |  |  | | | % Writing expected | **82** | **74** |  |  |  |  | **64** | | **58** |  |  |  |  | | | % Maths expected | **79** | **61** |  |  |  |  | **75** | | **68** |  |  |  |  | | | % Reading greater depth | **25** | **22** |  |  |  |  | **0** | | **0** |  |  |  |  | | | % Writing greater depth | **14** | **11** |  |  |  |  | **0** | | **0** |  |  |  |  | | | % Maths greater depth | **21** | **19** |  |  |  |  | **0** | | **0** |  |  |  |  | |   Our results continued to be **above** the national expected in all subjects, and in line at greater depth. These figures also underpin the higher attainment of FSM pupils in comparison with the local and national (consistent for the past three years). SATs and all assessments were cancelled in the 2019-20/2020-21 academic year owing to COVID. Teacher Assessments show children achieved approximately 70% combined in R, W and M despite the impact of COVID-19. Again, additional intervention is in place for these children who didn’t reach expected including additional teaching staff and groups for core subject teaching (within lessons) and tuition also took place at school. Greater Depth Writing will form part of the SDP for 2021-2022 to ensure children are achieving at Greater Depth in their learning. We have also revised the Maths Curriculum and have adopted a new approach to improve outcomes and achievement in all year groups.   |  |  |  | | --- | --- | --- | | **2017** | **2018** | **2019** |   **Key Stage Two**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **School** | | Kent | | National | | **School** | | Kent | | National | | **School** | | Kent | | National | | |  | **All** | **PP** | All | PP | All | PP | **All** | **PP** | All | PP | All | PP | **All** | **PP** | All | PP | All | PP | | % RWM expected | **79** | **79** | 64 | 48 | 61 | N/A | **84** | **76** | 66 | 50 | 64 | N/A | **87** | **76** | 68 | 52 | 65 | N/A | | % RWM higher standard | **9** | **7** | 9 | 3 | 9 | N/A | **21** | **14** | 11 | 4 | 10 | N/A | **14** | **8** | 12 | 5 | 10 | N/A | | % Reading expected | **85** | **83** | 74 | 61 | 71 | N/A | **93** | **93** | 77 | 63 | 75 | N/A | **97** | **96** | 76 | 62 | 73 | N/A | | % Reading high score | **28** | **36** | 27 | 16 | 25 | N/A | **61** | **59** | 30 | 18 | 28 | N/A | **44** | **40** | 29 | 17 | 27 | N/A | | % Writing expected | **89** | **92** | 80 | 68 | 76 | N/A | **86** | **79** | 81 | 68 | 78 | N/A | **95** | **88** | 82 | 70 | 78 | N/A | | % Writing greater depth | **34** | **14** | 19 | 10 | 18 | N/A | **34** | **21** | 22 | 11 | 20 | N/A | **30** | **20** | 23 | 11 | 20 | N/A | | % GPS expected | **85** | **83** | 76 | 62 | 77 | N/A | **88** | **86** | 76 | 61 | 78 | N/A | **98** | **100** | 77 | 63 | 78 | N/A | | % GPS higher standard | **45** | **36** | 30 | 17 | 9 | N/A | **41** | **35** | 32 | 18 | 32 | N/A | **63** | **64** | 33 | 19 | 36 | N/A | | % Maths expected | **87** | **83** | 76 | 62 | 75 | N/A | **91** | **90** | 75 | 61 | 76 | N/A | **90** | **80** | 79 | 65 | 79 | N/A | | % Maths high score | **30** | **25** | 23 | 11 | 23 | N/A | **39** | **31** | 24 | 11 | 24 | N/A | **29** | **12** | 27 | 14 | 27 | N/A |  |  |  | | --- | --- | | **2020 (Teacher Assessment March 2020)** | **2021 (Teacher Assessment July 2021)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **School** | |  | |  | | **School** | |  | |  | | |  | **All** | **PP** |  |  |  |  | **All** | **PP** |  |  |  |  | | % RWM expected | **81** | **74** |  |  |  |  | **84** | **76** |  |  |  |  | | % RWM higher standard | **17** | **11** |  |  |  |  | **20** | **6** |  |  |  |  | | % Reading expected | **85** | **78** |  |  |  |  | **81** | **71** |  |  |  |  | | % Reading high score | **22** | **18** |  |  |  |  | **17** | **12** |  |  |  |  | | % Writing expected | **80** | **81** |  |  |  |  | **81** | **71** |  |  |  |  | | % Writing greater depth | **20** | **14** |  |  |  |  | **20** | **12** |  |  |  |  | | % GPS expected | **82** | **74** |  |  |  |  | **91** | **68** |  |  |  |  | | % GPS higher standard | **24** | **21** |  |  |  |  | **87** | **9** |  |  |  |  | | % Maths expected | **78** | **71** |  |  |  |  | **16** | **65** |  |  |  |  | | % Maths high score | **17** | **9** |  |  |  |  | **13** | **24** |  |  |  |  | |

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| 4  **Average Scaled Scores**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Reading** | | | | | | **Maths** | | | | | | **GPS** | | | | | | | 2017 | | 2018 | | 2019 | | 2017 | | 2018 | | 2019 | | 2017 | | 2018 | | 2019 | | | **All** | **FSM** | **All** | **FSM** | **All** | **FSM** | **All** | **FSM** | **All** | **FSM** | **All** | **FSM** | **All** | **FSM** | **All** | **FSM** | **All** | **FSM** | | **School** | **107** | **104** | **110** | **107** | **110** | **110** | **106** | **105** | **108** | **106** | **108** | **108** | **104** | **103** | **107** | **106** | **109** | **108** | | Kent | 103 | 100 | 105 | 102 | 105 | 103 | 103 | 101 | 104 | 101 | 104 | 101 | 104 | 101 | 106 | 103 | 106 | 102 | | National | 104 | N/A | 104 | N/A | 105 | N/A | 104 | N/A | 104 | N/A | 104 | N/A | 106 | N/A | 106 | N/A | 106 | N/A |   **Progress:**  The government average the progress made by the pupils in individual schools and give a score for the amount of progress the group pupils make.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Average Progress  Score** | **Reading** | | | | | | **Writing** | | | | | | **Maths** | | | | | | | 2017 | | 2018 | | 2019 | | 2017 | | 2018 | | 2019 | | 2017 | | 2018 | | 2019 | | | **School** | All | FSM | All | FSM | All | FSM | All | FSM | All | FSM | All | FSM | All | FSM | All | FSM | All | FSM | | **4.9** | **6.8** | **7.7** | **9.2** | **3.9** | **4.4** | **5.3** |  | **4.5** | **4.5** | **3.0** | **1.9** | **4.5** | **5.1** | **5.8** | **6.9** | **2.0** | **0.1** | | Kent | 0.3 | -0.4 | 0.0 | -0.8 | 0.0 | -0.8 | 0.4 | -0.01 | 0.4 | -0.3 | 0.3 | -0.5 | -0.2 | -1.0 | -0.3 | -1.3 | -0.4 | -1.5 | | National | 0.0 |  | 0.0 | N/A | 0.0 | N/A | 0.0 |  | 0.0 | N/A | 0.0 | N/A | 0.0 |  | 0.0 | N/A | 0.0 | N/A |   Again, owing to COVID, SATs were cancelled in the 2019-20/2020-21 academic year. However, teacher assessments, from 2019/20 and 2020/21 demonstrated the children achieving 80% combined in Reading, Writing and Maths with a similar number reaching Greater Depth as in the 2019 assessments.  The school has continued to achieve the standards it has through:   * Learning Walks which feed into discussion in SMT and Staff Meetings. * Marking policy updates are robustly implemented across the school. SMT book scrutinies provide quality assurance. * Marking policy places a strong emphasis upon work-life balance. * Lesson observations, Learning Walks and pupil assessments are triangulated to confirm pupil progress. |

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| * The Quality Intervention team (Q.I) provide targeted support, ensuring vulnerable and all pupils make expected progress, in many instances better than expected progress. * The SENCO leads 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.   The academy is now continuing to develop the curriculum through staff meetings.  Other sources of evidence:  **Parent Questionnaire – Autumn 2020**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | My child is happy at school and feels safe | My child makes good progress | My child is looked after well | The school makes sure its pupils are well behaved | Bullying is dealt with effectively | The academy is well led and managed | Responds I raise are dealt with well | I receive information about my child’s progress | I would recommend the school to another parent | | 100% | 99% | 100% | 98% | 98% | 99% | 98% | 96% | 99% |   ***Typical comments included, ‘Christ Church has exceptional leadership and teaching,’ and ‘The school has gone beyond expectations to ensure children’s learning and well-being is catered for.’***  ***Subject and team leaders have a good understanding of their roles and are highly effective in their work. They hold teachers to account for the progress of pupils in their class and ensure that the quality of teaching is consistently high in all subjects. They monitor and track the progress of pupils carefully, implementing appropriate interventions to ensure that no pupil falls behind.***  ***Teachers know their pupils well. They assess pupils’ work regularly and accurately. Teachers skilfully use this knowledge of what pupils can do to plan lessons that match the needs of pupils well. Leaders and teachers have firm aspirations for the high number of disadvantaged pupils and work relentlessly to ensure that barriers to their learning are alleviated wherever possible. As a result, disadvantaged pupils’ confidence, self-belief and aspiration are high and they make strong progress.***  ***The teaching of mathematics and English across the school is of a high quality. Leaders are determined that every pupil should be able to read. Over the last three years, despite the significant number of pupils at the school who speak English as an additional language, the proportion of pupils who achieved the phonics check at the end of Year 1 is high and above national figures***. |

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| ***The school’s ‘reading challenge’ has, over time, been very successful and pupils read widely and often. As a result of pupils’ interest in and love of reading, their writing is of a high quality. Pupils apply their newly learned vocabulary and understanding of grammar to the many opportunities they are given to write. In mathematics, teachers skilfully guide pupils to apply their secure arithmetic skills to reasoning and problem-solving. Teachers provide the most able pupils with appropriate challenge to enable them to make the best possible progress. Consequently, all groups of pupils achieve highly in these subjects.***  ***The school’s curriculum is exciting. Since the last inspection, you have introduced major overhauls to the curriculum which have brought about tangible improvements to pupils’ learning and their personal development. Pupils’ learning in the classroom is enhanced by valuable trips. Pupils take part in sporting competitions with great success and enjoy learning a musical instrument which they play in a brass band. Aspirational projects, such as working with a firm of architects to design a building locally, enable pupils to better understand possible future careers. Leaders are rightly proud of the breadth of experiential learning across the school and its value for pupils. Nonetheless, you have ambitious plans to deepen pupils’ skills, knowledge and understanding further in a wide range of subjects.***  ***Pupils are happy and successful. Through staff members’ diligence and creativity, pupils meet and often exceed the high expectations of their teachers. Pupils say that teachers ‘help to mould us into the person we can be’. They are self-assured, thoughtful and get on well together, relishing the regular challenges that stretch their learning and thinking. They enjoy opportunities to be part of school life, for instance leading worship time and taking on responsibilities.***  ***Since the previous inspection, the school has gone from strength to strength. This happy and ambitious school has high expectations of all its pupils. Leaders recognise that the quality of education they provide is crucial to pupils’ success in the future. Consequently, leaders and staff have set about providing a consistently high standard of learning across the whole curriculum.***  During January 2021, when lockdown occurred, the academy took swift action to implement their ‘remote learning policy’ which largely consisted of using Class Dojo and Zoom to support curriculum learning from home. Uptake on this was extremely high and almost 100% - the families who did not respond were supported and called every day and home visits were also carried out. Weekly check-ins took place with families and these families were instead sent ‘paper packs’ for children to work from which were well received by families. These families were checked in on twice-weekly to ensure they were accessing what they needed. Furthermore, the school opened its Community Building to families to collect reading materials every day, resources and food supplies. We continued to provide spiritual development through daily acts of worship, emotional support from the Pupil Mentor and food for our most vulnerable families alongside vouchers.  Despite the lockdown, and issues around COVID, the school continued to develop its curriculum and provide CPD for staff via Subject Leaders:   * Subject such as Art and Design strengthened with outside agencies such as the National Gallery providing opportunities for the children to develop their skills and knowledge in art and design. This continues into 2021-2022. * The school also was renewed with the Quality Mark for Standards in English and Maths during the 2021-2022 academic year. * Subjects such as History were developed further last year with a clear progression of skills and curriculum content. * MFL has been identified as requiring further development; a new MFL scheme will be implemented in 2021-2022 – we have received support, advice and CPD from a local secondary school to develop and refine our practice. * PE has been adapted and changed to ensure progression of skills is at the heart of the curriculum and that children learn less sports but well, rather than more sports and not so well. * The Music Curriculum has been developed and staff have been given training via Charanaga – there is a plan to evolve this further in the 2022-2023 academic year as part of a long-term plan. * A new Maths programme of study was implemented in September 2021. Staff were given training for this in Term 6 and this is a part of a rolling programme to develop our maths curriculum further ensuring our pupils receive the best maths experience possible. * Subjects such as Geography has been completely redesigned using Oddizzi to ensure children are learning key geographical facts and skills. Subjects like these mean children do not necessarily have the prior knowledge from earlier in the scheme but will do going forwards and the curriculum has been adapted to help address the major gaps. * All subjects now have an action plan for development; subjects are in different places but every subject, and subject leader, are clear how to move the subject forward. * The school will continue to develop teaching around Greater Depth in Writing through team teaching, moderation and CPD. * Reading continues to be a focus; the plan for September 2021-2022 is to ensure the lowest 20% are targeted to ensure they are made accelerated progress. This will form part of our Tutoring offer to target these children and prioritise them alongside other initiatives. * While the KS1 and EYFS programme for reading is embedded, KS2 will now be a focus to enhance the reading provision further. |

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| **SECTION 2: Behaviour and 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 academy (Qualitative evidence – visitors to the school, parent and staff questionnaires).  ***Pupils’ conduct observed during the inspection was exemplary, with pupils showing impressive levels of maturity.***  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.     ***Parents and carers appreciate your strong leadership as well as the care and support their children receive from all staff. Parents overwhelmingly say that their children are flourishing.***   |  | | --- | |  | | |

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| 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. We have reviewed and revised our attendance system for 2021-2022 including an emphasis on celebration good attendance – this is part of the SDP.  ***Leaders are making strenuous efforts to ensure that absence rates are further reduced. It is proving very difficult to make further impact on the rates of attendance, which are still just below the national average. However, leaders continue to work closely with families to encourage better attendance. It is worth noting that leaders have been able to achieve excellent outcomes for even the most vulnerable pupils despite challenges with attendance***  Safeguarding remains a strength of the school - under the leadership and guidance provided by the DHT. All school stakeholders received 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. Arrangements for safeguarding have even improved since our last inspection, in which high standards were acknowledged:  ***The leadership team has ensured that safeguarding arrangements are fit for purpose. Staff work in unison in their commitment to keep pupils safe. Policies and procedures are in place to support staff, being clear about how to conduct themselves as well as how to respond to any safeguarding concern. Staff act on these concerns speedily and effectively. Leaders ensure that detailed risk assessments are in place to ensure that pupils are kept safe and their individual needs are met.***  ***Pupils speak with assurance about how they are taught to keep themselves safe online. They refer to the special inputs they have received about cyber bullying as well as the time given with their teachers to reflect on matters that cause them any worry or anxiety. Bullying is extremely rare. One pupil described the culture of the school as ‘encouraging and nurturing’, which fully exemplifies the safeguarding atmosphere within the school.***  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 planning is trained for staff how to tackle any such incidents. |

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| **SECTION 3: Personal Development** | **Current Grade: 2** |
| **Grade at last inspection: 2** |
| Our SMSC 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. * School Trips to provide children with valuable educational and cultural opportunities they would otherwise not have been able to experience.   ***Leaders ensure that pupils are given a wealth of opportunities that are designed to expand their horizons.***  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. Yet, P4C will continue to be a central part to our curriculum in terms of enquiry, questioning and thinking.  ***Leaders recognise that the quality of education they provide is crucial to pupils’ success in the future. Consequently, leaders and staff have set about providing a consistently high standard of learning across the whole curriculum. The school’s motto, ‘striving to be the best version of ourselves every day’ reflects the school’s culture of continuous improvement. Initiatives are well considered and rooted in the needs of the children at your school. These are as wide-ranging as designing a peace garden, working on daily ‘grapple’ mathematics problems, to camping out overnight.***  Hence, 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:  ***Leaders are rightly proud of the breadth of experiential learning across the school and its value for pupils. Nonetheless, you have ambitious plans to deepen pupils’ skills, knowledge and understanding further in a wide range of subjects.***  During 2021-2022, 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. | |

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| **SECTION 4: Effectiveness of Leadership and Management** | **Current Grade: 2** |
| **Last Inspection Grade: 2** |
| The academy was led by an experienced Head Teacher who had a very clear vision for the school to continuously improve (consistently high school outcomes 2012 – 2019). As noted by Ofsted:  ***Your patient and compassionate leadership has fostered the skills and talents of your staff. Staff morale is high, and staff work seamlessly as a team, all united in their work to help pupils thrive.***  The Headteacher retired from post in July 2020 and was replaced by his Deputy. The new Headteacher has continued to work tirelessly to keep the school progressing as well as managing it through the COVID-19 pandemic. A staff survey supported this with 100% agreeing leadership was effective. The new Headteacher was also awarded his NPQH in August 2021.  Comments from the staff questionnaire (Autumn 2020) include:  ***Workload and well-being is taken seriously.***  ***The new 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 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, in partnership with the Head Teacher, continued to efficiently manage the school budget to ensure that financial responsibilities are met and sustainability is maintained as a standalone academy. Weekly meetings of the leadership group facilitate a shared approach.  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. The other Assistant Headteacher continues to ensure that Christian Distictivness 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 tirelessly 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.  Through collective synergy and shared vision, standards have improved and continue to be on the rise.  ***Since the previous inspection, the school has gone from strength to strength. This happy and ambitious school has high expectations of all its pupils. Leaders recognise that the quality of education they provide is crucial to pupils’ success in the future. Consequently, leaders and staff have set about providing a consistently high standard of learning across the whole curriculum. The school’s motto, ‘striving to be the best version of ourselves every day’ reflects the school’s culture of continuous improvement.***  ***The leadership team has maintained the good quality of education in the school since the last inspection.*** | |

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| Robust systems are in place to drive improvements and to help all staff achieve the highest standards for all pupils as favourably commented upon in June 2019:  ***Initiatives are well considered and rooted in the needs of the children at your school…* *They monitor and track the progress of pupils carefully, implementing appropriate interventions to ensure that no pupil falls behind.***  School leaders accurately identify strengths and weaknesses, as well as ensuring that school wide improvements are effectively led and managed:   * Read, Write, Inc * Pie Corbett “Talk for Writing” Project * Power of Reading * White Rose Maths * Spelling Curriculum * Philosophy for Children (P4C) * John Muir Award (2019) * 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 above those of similar schools, and regularly at or better than national averages regarding pupil progress in all areas; Phonics screening, KS1 and KS2 results.   * The Academy’s improvements, academically and otherwise, have been significant and sustained since 2012 with outcomes from  2016 - 2019 continuing to be higher than national averages – in top 5% nationally for KS1/KS2 progress (2017 - 2019).   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. In this way initiatives are embedded and quality of teaching and learning improves. |

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| * Appraisal is at the forefront of professional development and encased within our remit for improving teaching and learning. * Folkestone Ethos Schools (FESI) Collaborative supports and at times helps to shape the Academy’s improvement agenda. There are now 8 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. The website was completely revamped during 2015/16, and is compliant with all statutory requirements. Indeed, it has inspired prospective parents to visit and witness for themselves the exciting learning environment we provide our pupils. In 2017 we implemented Parent Pay but plan to review our MIS system in 2021-2022 academic year. * 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.   ***This happy and ambitious school has high expectations of all its pupils. Leaders recognise that the quality of education they provide is crucial to pupils’ success in the future.***  Our governors are actively engaged in school improvement processes and support and challenge the academy effectively culminating in being awarded the Governor Mark in July 2016, highlighting just how effectively they undertake their role for providing challenge and support to the leadership group and thereby enable school leaders to embark upon ambitious goals in the pursuit of excellence. As acknowledged in the Letter:  ***Governors have given sterling service to the school. Several have been governors for many years and have helped lead the school to its current success.***  Next steps for school governance are linked to succession planning, as outlined below:  ***However, recently a few experienced governors have stepped down. The governing body is therefore in a period of transition. The chair and his deputy are aware that there have been some gaps in the oversight that they have kept of the school’s work because of this upheaval. Further work to ensure that new governors have the knowledge to confidently execute their statutory roles is now a priority for the school.*** |

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| **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 by forward thinking initiatives driven by Middle Management, e.g. the recent refurbishment of the Outside Play Area. The commentary made upon our provision in our 2015 Section 5 school inspection report remains germane (and factual):   * *Consistently good leadership and effective teaching ensure children make rapid progress during their first year in school.*  |  | | --- | |  |  * *Teachers have the same high expectations of all children. They make sure that all groups, including disadvantaged children, make rapid progress.* * *Most children join Reception with knowledge and skills which are much lower than those typical of their age. By the end of the year they are well prepared for the next stage of their learning. The proportion achieving a good level of development has steadily increased over the past three years to above average levels in 2014, with a further increase in 2015.*   There is a relentless pursuit to improve the curriculum, the opportunities for learning and the activities to encourage greater independence in learning.  During 2020/21, plans were rolled out for a new style parent meeting in order to engage parents in their child’s learning from very early on in their schooling. This was very successful and will continue in the 2021/22 academic year. The EYFS Team Leader is also working on a bespoke CPD programme for EYFS staff to ensure they are skilled in their delivery of sessions and assessment.  The SENCo will be working with staff too in order to identify early SEND needs and strengthen staff’s ability to identify and manage children with specific educational needs. | |

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| **SECTION 6: Overall Effectiveness** | **Current Grade: 2** |
| **Grade at last inspection: 2** |
| Christ Church CEP Academy continues to be a good school (with outstanding elements) 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. During the national lockdown, the school proved, without fail, that it was ensuring every child had access to quality remote learning provision. Parent comments and views are testament to this. * 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 improve 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. Certain subjects such as History, Science, Geography and MFL and Computing are a focus for the next academic year to ensure the quality is as high as it is in other 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. There are plans for the LEA Attendance Advisor to meet with us to review Attendance and advise further strategies to implement. * 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:   ***Subject and team leaders have a good understanding of their roles and are highly effective in their work. They hold teachers to account for the progress of pupils in their class and ensure that the quality of teaching is consistently high in all subjects. They monitor and track the progress of pupils carefully, implementing appropriate interventions to ensure that no pupil falls behind.*** | |

This document needs to be read in conjunction with the 2021/22 School Development Plan and Recovery Action Plan which outlines in greater detail the ways and means in which we aim to make our academy an even better place for our children to learn.

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