

Inspection of Christ Church (Erith) CofE Primary School

Lesney Park Road, Erith, Kent DA8 3DG

Inspection dates:	3 and 4 June 2025
The quality of education	Outstanding
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Outstanding

The principal of this school is Claudet Hedman. This school is part of Trinitas Academy Trust which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Simon Godden and overseen by a board of trustees, chaired by Paul Wright.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since April 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils are proud of their inclusive school. They value learning about different cultures and beliefs. For example, pupils celebrate belonging and cultural diversity through heritage projects and the annual food festival. Those who join the school at different points in the school year feel welcomed and settle in quickly. The school has a strong understanding of pupils' needs. Pupils across the school achieve well as learning is carefully matched to individual needs. Pupils demonstrate an excellent understanding of their learning and can recall and apply their knowledge confidently.

The school has high expectations for pupils' behaviour and learning. Typically, pupils engage in their learning, and behaviour in lessons is calm and purposeful. Pupils feel confident to share any concerns with adults, which makes them feel safe and happy. Although issues around bullying are addressed, they are not always resolved.

The school provides a wealth of opportunities for pupils. For instance, anti-bullying ambassadors provide support to their peers. Members of the pupil parliament are proud of their recent work liaising with school caterers to change the menu. Pupils enjoy school trips and the learning from them.

What does the school do well and what does it need to do better?

The school has made rapid progress to develop the curriculum. School leaders, governors and trustees share the same high ambition for the education of all pupils. They continually strive to develop the school, accurately identifying priority areas. Staff are proud to work at the school, where their well-being and workload are supported. They value the professional learning opportunities and the support they receive from leaders.

The school provides a highly ambitious curriculum which identifies the key knowledge, skills and vocabulary that pupils will learn. The school places a high priority on ensuring that pupils have strong language and communication skills. Pupils learn key vocabulary which they apply successfully in their independent learning. Children in Reception receive a very strong start with a rich language environment. Staff model the use of vocabulary and support children to develop their language skills exceptionally well.

Teachers have very strong subject knowledge, which they use to support pupils with precision. Staff encourage pupils to make connections between their learning. For example, in history, Year 3 demonstrated a strong understanding of Roman settlements, based on their prior learning about invasions. Teachers use questioning skilfully to check on pupils' learning to accurately identify what pupils know. When there are gaps in pupils' learning, teachers are swift to provide support. In Reception, staff develop children's number skills and mathematical skills expertly. For instance, when encouraging children to count and share objects. Older pupils apply this strong foundation of number to accurately problem solve.

The school provides a high level of support for pupils with special educational needs and/or disabilities (SEND). The new leadership team has been proactive in ensuring that

pupils' needs are identified swiftly. Precise targets are in place to support pupils' individual needs and careful adaptations ensure that pupils successfully learn the curriculum. For instance, staff provide visual representation of words so pupils can understand new vocabulary. The nurture provision provides a rich learning environment tailored to pupils' individual needs.

Reading is a high priority across the school. Pupils make rapid progress towards becoming accurate and fluent readers. They successfully apply their phonics knowledge to their writing. All pupils with SEND receive bespoke support to develop their phonics knowledge. Pupils across the school share their love of reading. They are provided with a rich variety of books to read in class. These texts develop pupils' understanding of society and celebrate pupils' heritage.

Typically, pupils behave well across the school. However, the behaviour of some pupils is not reflective of the school's expectations or rules. This results in some pupils not respecting their peers or teachers. The school provides staff with training to help support pupils' individual behaviour needs. However, these approaches are not consistently applied across the school. In early years, staff ensure that children develop excellent routines so that they are fully ready for learning. Attendance is positive and the school is tenacious in ensuring that pupils attend school and are on time.

The school offers many enrichment opportunities. Lunchtime clubs support pupils with SEND to enjoy their playtime. A range of after-school clubs enable pupils to develop their wider skills, for example leadership, sporting, gardening and bible clubs. The choir enjoys performing at local community events, including at the local church and care home. Attendance ambassadors take their responsibilities seriously to encourage pupils to be in school on time.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are occasions when some pupils' behaviour or bullying concerns are not dealt with effectively and issues remain unresolved. As a result, some pupils do not behave as well as they could. The school should ensure that there is a consistent approach to implementing the behaviour policy and supporting pupils' individual behaviour needs.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139212
Local authority	Bexley
Inspection number	10379139
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	533
Appropriate authority	Board of trustees
Chair of trust	Paul Wright
CEO of the trust	Simon Godden
Principal	Claudet Hedman
Website	www.christchurch.bexley.sch.uk
Date of previous inspection	1 October 2020, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- Since the last inspection the school has undergone a significant change to the leadership team.
- The school's last Statutory Inspection of Anglican and Methodist Schools (SIAMS), under section 48 of the Education Act 2005 was in November 2019.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, other leaders and a range of staff. They also met with members of the governing body, trustees, the CEO and a school improvement director.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, design and technology and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in other subjects.
- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors considered the responses of parents, pupils and staff to Ofsted's online surveys.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived and left school.

Inspection team

Sacha Husnu-Beresford, lead inspector	His Majesty's Inspector
Beth McKenzie	Ofsted Inspector
Lynne Dando	Ofsted Inspector
Brian Simber	Ofsted Inspector

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