

Christ Church C of E Primary School

Inspection report

Unique Reference Number	108493
Local Authority	Newcastle Upon Tyne
Inspection number	356372
Inspection dates	16–17 November 2010
Reporting inspector	Irene Cochrane

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	87
Appropriate authority	The governing body
Chair	Mr Mike Summersby
Headteacher	Mrs Sandra Furno
Date of previous school inspection	15 January 2008
School address	Shieldfield Green Newcastle-upon-Tyne Tyne and Wear NE2 1XA
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons and observed six teachers. In addition, they scrutinised pupils' work. Meetings were held with representatives of the governing body, staff and groups of pupils. Inspectors looked at the data the school had collected on pupils' progress, its policies, teachers' plans and school improvement planning. The team analysed 29 questionnaires from parents and carers, together with those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether current attainment levels are high enough in Year 5 and Year 6 in English and mathematics.
- The adequacy of opportunities provided to help pupils improve their writing.
- How effective provision is in the Early Years Foundation Stage.
- Whether the procedures for tracking pupil progress in all groups are effective.
- How effectively teaching promotes learning in Key Stage 2.

Information about the school

Christ Church C of E Primary School is a much smaller-than-average-sized primary school. The majority of pupils are from a diverse mix of 18 minority ethnic groups. The proportion of pupils who speak English as an additional language is very high as is the percentage of pupils known to be eligible for free school meals. There is a higher-than-average proportion of pupils with special educational needs and/or disabilities and a higher-than-average number of pupils who join or leave the school during the year. The school has recently experienced a number of staff changes and a new assistant headteacher has been appointed. The school has a number of awards, including the Leading Parent Partnership Award, Healthy School status and Activemark Award. There is a breakfast club for pupils from nursery age to Year 6.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Christ Church C of E Primary School provides its pupils with a satisfactory and improving quality of education. Some aspects of the school's work are good. An example is the good quality of care, guidance and support for pupils, which is recognised by parents and carers. Another is the pupils' good behaviour and the polite way that they conduct themselves. Capacity for further improvement is good because there is a shared commitment among staff and governors to improve outcomes for all pupils. Self-evaluation is accurate and action taken is improving pupils' progress. The headteacher has introduced an effective tracking system that more accurately identifies pupils' levels of attainment and the progress they are making.

The school has worked systematically since the last inspection to address the areas for improvement. As a result outcomes in writing and mathematics have improved and provision in the Early Years Foundation Stage is now good. Pupils' overall attainment by the end of Year 6 is broadly average, although below-average reading levels have an adverse effect on their attainment in English. The progress made by most pupils, particularly those who have been continuously at the school, is satisfactory overall and rapidly improving. The school swiftly identifies those pupils who are in danger of falling behind and provides them with suitable support and interventions. Teaching is satisfactory overall and it is improving quickly because of the good quality monitoring and support provided by the senior leadership team. Teachers are clear about what they have to do to improve pupils' learning and progress. However, there are some lessons where they do not provide enough challenge for all pupils or where they talk to the class for too long, which means the time available to engage in active learning is restricted.

Pupils enjoy coming to school and they behave well. They feel safe in school because they know they have trust in the adults who look after them. They say they enjoy their lessons because teachers make them 'fun'. The school provides a good range of opportunities for learning within and beyond the school. For example, pupils talk enthusiastically about the circus after-school club. These activities contribute well to pupils' enjoyment of learning and deepen their understanding through first-hand experiences.

What does the school need to do to improve further?

- Raise attainment in English to at least average, by:
 - improving outcomes in reading through more rigorous assessment
 - raising the profile of pupils' targets in lessons.
- Increase the proportions of teaching and learning that are of good quality by ensuring that:

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- better use is made of assessment information to ensure work is consistently matched to all pupils' abilities
 - teachers consistently provide pupils with clear verbal and written feedback so that they understand what they need to do to improve their work
 - teachers maintain a good pace and level of challenge in pupils' learning.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Attainment is broadly average and achievement is satisfactory because pupils' learning and progress are satisfactory overall and improving rapidly. In lessons, pupils show great willingness to learn. They are keen to take part, they work well on their own or with others and they clearly enjoy what they are doing. Progress in mathematics over the last three years has been good. Over the same period it has generally been satisfactory in English, although in 2009 progress in English was also good. Children enter the Nursery with skills that are well below what is expected for their age, particularly in their communication, language and literacy skills. They make good progress in the Early Years Foundation Stage and are now achieving skills that are broadly as expected by the time they leave Reception to move into Year 1. Older pupils in the school have not all experienced such positive provision. The great majority of pupils make at least satisfactory progress, including those who have special educational needs and/or disabilities, those who belong to minority ethnic groups and those who speak English as an additional language. Pupils who transfer to the school, or leave and return, particularly in Key Stage 2, do not make as much progress when compared to others.

The positive relationships that exist across the school enable pupils to relate well to each other, grow in confidence and participate actively in lessons. They have a good understanding of what constitutes a healthy lifestyle. Pupils' attendance is currently above average but is often affected by a small number of families taking long-term holidays during term time which also has an impact on those pupils' progress. Pupils happily take on a good range of responsibilities within school and generously support fund-raising for others less fortunate than themselves, such as Christian Aid and Comic Relief. This contributes well to their understanding of other cultures and communities that differ from their own. Through the work of the school council, pupils have a strong voice and have influenced the purchase of new playground equipment and playground markings.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching is always at least satisfactory and sometimes it is good. Pupils particularly enjoy lessons when teachers use their good subject knowledge to make learning interesting through well-planned activities that motivate them and build on prior learning. Teachers utilise the skills of their teaching assistants well so that all pupil groups within the class, including those with special educational needs and/or disabilities and those who speak English as an additional language can make similar, satisfactory progress. In the best lessons, teachers have high expectations and give clear instructions for the task in hand with positive feedback to pupils. In less effective lessons, the pace slows and teachers do not always show pupils clearly enough how to improve the quality of their work to the next level. In a minority of lessons, the teaching is not adjusted well enough, based on use of assessment information, to cater for pupils' different needs.

The reviewed curriculum is providing pupils with a secure route towards making increasing progress in the development of their basic skills. The introduction of regular sessions related to sounds and letters, initiatives to improve writing and exciting first-hand experiences through a topic approach, have resulted in improved outcomes in writing across the school. Pupils are keen to take part and look forward to their creative topic sessions, which make a significant impact on their self-confidence and participation, particularly for pupils who have language barriers to their learning. The good care, guidance and support that the pupils receive make a strong contribution to their personal

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development and well-being. Pupils take part in after school clubs and activities and effective partnerships with other agencies contribute well to pupils' understanding of keeping safe and adopting healthy lifestyles.

There is a very strong sense of community across the school because all adults know pupils well and take shared responsibility for their well-being. Pupils say they feel safe in school and know whom to go to for advice and support. The 'nurture group' provides a valuable opportunity for any vulnerable pupils who may require additional support.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides a clear direction for school improvement. She knows individual pupils well and this contributes significantly to the good quality care and support they receive. She has an accurate understanding of the school's strengths and areas for improvement and is instrumental in analysing pupil performance and monitoring pupil progress. The monitoring of lessons is improving their quality and raising expectations of teachers. The headteacher is ably assisted by other managers at all levels, and staffing is now more stable after a period of significant turbulence. The new assistant headteacher has further strengthened the leadership team.

The governing body is highly supportive of the school and understands the key developments for improvement. Its members share the same vision for school improvement. Their role in monitoring and challenging school priorities has improved but they are aware that it is still at a relatively early stage of development.

Safeguarding arrangements are suitably in place and staff have the necessary skills to identify those pupils who may be at risk in order to take action to secure their welfare. The school has a well-structured approach to community cohesion and, as a result, pupils find out about a wide range of cultures and have a good understanding about the diverse nature of society. They value and celebrate the rich source of cultural diversity within their own school community to promote shared values.

Equality of opportunity is promoted well and the school's procedures for tackling all forms of discrimination are highly effective.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Since the last inspection, the school has improved provision for children in the Early Years Foundation Stage. Children get off to a good start in the Nursery and make increasingly good progress to attain outcomes that are mainly as expected for their age by the time they leave the Reception Year. Outcomes in communication, language and literacy skills are swiftly improving as a result of daily sounds and letters sessions and a sharp focus on providing interesting activities that build on the skills children have learnt. Children readily take part in the well-planned activities that follow their interests. They are happy, actively involved and make good progress.

Adults know the children well as individuals. They skilfully use questions to develop children's language skills and sensitively encourage their participation in activities. Good support is provided for all groups and, consequently, children play well together and enjoy their learning opportunities. Relationships and behaviour are consistently good.

Leadership of the Early Years Foundation Stage is good with close and effective teamwork between all staff. Welfare requirements are met, assessment is thorough and careful analysis has led to children's good progress. Children enjoy the well-planned outdoor opportunities but there is still work to be done to increase the amount of time they spend outside.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of those who responded to the questionnaire are satisfied with the school. Inspection evidence supports parents' and carers' views but also identifies key improvements that still need to be made, particularly in terms of the standards being reached by pupils and the quality of teaching.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ Church C of E Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 29 completed questionnaires by the end of the on-site inspection. In total, there are 87 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	41	17	59	0	0	0	0
The school keeps my child safe	13	45	16	55	0	0	0	0
My school informs me about my child's progress	14	48	15	52	0	0	0	0
My child is making enough progress at this school	13	45	16	55	0	0	0	0
The teaching is good at this school	14	48	14	48	0	0	0	0
The school helps me to support my child's learning	14	48	13	45	2	7	0	0
The school helps my child to have a healthy lifestyle	10	34	18	62	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	45	15	52	0	0	0	0
The school meets my child's particular needs	12	41	16	55	0	0	0	0
The school deals effectively with unacceptable behaviour	12	41	15	52	2	7	0	0
The school takes account of my suggestions and concerns	11	38	16	55	0	0	0	0
The school is led and managed effectively	15	52	13	45	0	0	0	0
Overall, I am happy with my child's experience at this school	17	59	12	41	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 November 2010

Dear Pupils

Inspection of Christ Church C of E Primary School, Newcastle-upon-Tyne NE2 1XA

Thank you very much for the welcome you gave to me and my colleague when we inspected your school and for the part you played in the inspection. We enjoyed working with you and looking at your work and it helped us to understand what you think about all the interesting things that you do in your school.

Your school is satisfactory and showing some rapid improvement. It has some parts which are good. The staff care for you very well and you get off to a good start in the Early Years Foundation Stage Unit. You make good progress in your mathematics and your writing has also improved. You told us how much you like creative lessons when teachers make your learning fun, and that you enjoy going on trips.

We have asked your school to help you improve your work, by:

- improving some lessons so that you all get good teaching all of the time
- checking that you know exactly what you have to do to get better in your work, because you know your targets well
- helping you to improve your reading through regular assessments
- asking your teachers to make sure they always write helpful comments in your books, ask you questions and give you work which helps you to do as well as you can in all parts of lessons.

You can help by continuing to behave well and work hard. Once again, thank you very much for your help and we wish you every success for the future.

Yours sincerely

Irene Cochrane

Lead inspector

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