

Christ Church CofE Primary School

Inspection report

Unique Reference Number	112810
Local Authority	Derbyshire
Inspection number	357196
Inspection dates	29–30 March 2011
Reporting inspector	Ann Wallis

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	156
Appropriate authority	The governing body
Chair	Alyson Jackson
Headteacher	Sue Beckett
Date of previous school inspection	25 September 2007
School address	Tapton View Road Stonegravels, Chesterfield S41 7JU
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Introduction

This inspection was carried out by three additional inspectors. They visited eight lessons and observed five teachers and one teaching assistant teach. The inspectors held meetings with the members of the governing body, parents and carers, staff and pupils. They observed the school's work, and looked at safeguarding documents, pupils' books, pupils' progress data and other documentation. The inspectors analysed responses on 26 questionnaires from parents and carers and also others from pupils and staff.

The inspectors reviewed many aspects of the school's work. They looked in detail at a number of key areas.

- Are all groups of pupils making the progress of which they are capable, particularly in reading at Key Stage 1 and in English and mathematics at Key Stage 2?
- Are the school's curriculum and its care, guidance and support strengths?
- Is self-evaluation, particularly of teaching and learning, sufficiently accurate and rigorous to bring about school improvement?

Information about the school

This is a below-average-sized primary school. A well-above-average proportion of pupils are known to be eligible for free school meals. A below-average proportion of pupils are from minority ethnic groups and an average number for the school's size speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is above average. The school has gained Healthy School status and has an Activemark award.

The privately run provision for childcare, 'Lamb Setts Nursery', shares the school's site. It is subject to a separate inspection and will receive its own inspection report, which will be published on the Ofsted website.

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

3

Main findings

This satisfactory school has improved since the last inspection and has a growing capacity to improve further. The headteacher and members of the governing body know where the school's strengths and weaknesses lie because self-evaluation is accurate. Issues from the previous inspection are now being tackled successfully, the quality of teaching is improving and pupils' progress is accelerating. Although these improvements have yet to be seen in the results of national tests and assessments, current pupils were seen to be making at least satisfactory progress in lessons and are on track to meet their targets this year. The roles of middle managers are now being developed, but middle managers are not yet fully involved in sharing their good practice or in monitoring the work of their areas of responsibility.

Parents and carers commented warmly on the school's very friendly and welcoming family ethos and the good quality of care, guidance and support it provides. At Christ Church Primary, the views of all pupils are listened to and their individual talents and skills are valued and nurtured. Pupils who have special educational needs and/or disabilities and those whose circumstances make them potentially vulnerable are given particularly good support which is closely matched to their needs.

Children settle quickly into the Reception class where they make a satisfactory start to their education. Adult-led activities are well planned, but those that children choose for themselves are not always sufficiently challenging or focused fully on learning. Provision for outdoor learning is satisfactory, but is not yet developed fully to make it distinctive from that provided indoors.

Pupils' attainment is below average at the end of Year 2 and Year 6, but this represents satisfactory progress from their below-average starting points when they enter the school. Results of assessments show that attainment in reading is weaker than that in other areas. Ensuring a more consistent approach to the teaching of reading is, rightly, a focus area for school improvement. Pupils make satisfactory progress because teaching is satisfactory overall and is good sometimes. In some lessons observed, the pace of learning was slow because work was not as challenging as it should have been, learning was not checked regularly enough and pupils had too little time to find out things for themselves. In a few better lessons, teaching was lively and fast-paced and interesting resources and tasks captured pupils' interest, so they made good progress.

The school promotes community cohesion well within the local area. However opportunities for pupils to engage with communities which differ from their own are limited and the school has not yet evaluated the impact of this work.

Up to 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Improve pupils' attainment and the quality of teaching and learning by:
 - ensuring there is a consistent approach to the teaching of reading across the school
 - developing the roles of middle managers so that they share their good practice and take more responsibility for monitoring the quality of provision within their areas of responsibility.
- Improve the promotion of community cohesion by:
 - developing pupils' understanding of communities and cultures which differ from their own
 - evaluating the impact of this work.
- Improve provision for children in the Early Years Foundation Stage by:
 - ensuring that independent activities are challenging and focused on learning
 - developing the quality of the outdoor learning area to make it distinctive from that provided indoors.

Outcomes for individuals and groups of pupils

3

Most pupils enjoy learning and their achievement is satisfactory. In lessons, most are keen to answer questions and concentrate on the task in hand. A few pupils have a shorter concentration span, but are usually managed well by teachers, who help them to remain on task and make at least satisfactory progress. In a mathematics lesson, Year 6 pupils were seen making good progress in their learning as they used straws to make a variety of increasingly sophisticated two-dimensional shapes. In other lessons observed, progress was slower, but not less than satisfactory. From their below average starting points when they enter the Reception class, pupils are making satisfactory progress as they move through the school to reach below-average attainment when they leave Year 6. The results of tests and assessments in reading, writing and mathematics were below average in 2010, with pupils' attainment being lowest in reading. This is because the school does not implement fully a consistent approach to teaching reading across all classes. Current Year 6 pupils are on track to meet their targets and reach attainment closer to average this year. Work in pupils' books, pupils' work displayed on walls and the school's own tracking data all confirm the satisfactory progress that pupils are making. Pupils with special educational needs and/or disabilities make the same progress as their peers because they receive well-targeted and timely support from teachers and teaching assistants.

Pupils have a good understanding of how to stay safe and healthy. They are clear about the difference between right and wrong. Their spiritual and moral development is supported well by developing links with the local church and the Christian values which permeate the school. Pupils' understanding of other cultures is less well developed. Attendance is above average. Pupils have sound basic skills in literacy and numeracy, which, combined with their good information and communication technology (ICT) skills, means they are suitably prepared for the next stage of their education and for their future lives.

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

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	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
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	3

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?

Teaching is satisfactory overall and is good sometimes. Teachers know their pupils well and relationships are good. Good use is made of ICT to engage pupils' interest and to develop their skills. In some lessons observed, pupils were not always engaged fully in learning and this meant more time was taken in managing the behaviour of the class and the pace of learning was slower. In a few of the better lessons observed, work was matched carefully to pupils needs, questioning was perceptive and the pace of learning was brisk. Teachers mark pupils' work regularly and give them suitable pointers for improvement which help them to reach their targets.

The curriculum is matched satisfactorily to pupils needs. It is reviewed regularly and, although still at an early stage of development, subjects are increasingly being linked together to form topics which pupils enjoy studying. Pupils were very enthusiastic about recent topic work centred on space and the planets and evidence of their learning and good ICT skills was seen clearly in work displayed on classroom walls. Pupils enjoy a range of extra-curricular activities also, particularly those which enable them to take part in different sports.

The care, guidance and support the school provides is a strength. This is a very inclusive school where all children are made very welcome and their specific social and emotional needs are very well met. The school works closely with outside agencies to ensure that all

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pupils and their families, particularly those whose circumstances make them potentially vulnerable, get the specialist help they need. Good transition arrangements ensure pupils move smoothly from one stage of their education to the next. The school's 'nurture room' provides a haven for those children who find working in a larger class difficult.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has a clear vision for the school, which is shared by members of the governing body and by all staff. Since the last inspection, changes in the deployment of staff, better tracking of pupils' progress and close monitoring of teaching and learning have all brought about improvement. Although these improvements have yet to be reflected in the results of national tests, they are enabling current pupils to make at least satisfactory and sometimes good progress. Middle leaders, some new to their posts, are part of an increasingly effective leadership team which has a firm focus on raising attainment. Their roles have yet to be developed fully so they share their good practice further and monitor the work of their areas of responsibility more closely. The governing body knows the school well and is very supportive of it. The governing body is not yet involved fully in the school's strategic development. The good links the school has forged with parents and carers help to ensure pupils attend school regularly. The school's welcoming atmosphere encourages parents and carers to discuss their children's progress so they are better placed to support their learning. All pupils have equal opportunities to succeed and discrimination of any kind is not tolerated. The school has adopted good safeguarding practices. All policies are in place and staff are well trained in child protection procedures. The school promotes community cohesion well within the local community. It has yet to establish opportunities for pupils to engage with communities and cultures further afield which differ from their own.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children enter the Reception class with skills levels below those expected for their age. Children make satisfactory progress and their attainment is below average when they enter Year 1. Most children share toys and equipment sensibly and settle into school routines well. A few children find it difficult to settle down to learning and work in a more haphazard way. Teaching is satisfactory. Learning is carefully organised and children have satisfactory access to both indoor and outdoor learning areas. However, the outdoor learning area has not yet been developed fully to provide opportunities for children to learn which are different to those provided indoors. Good use is made of visits to engage children in learning. Reception Year children had enjoyed a visit to a natural history museum where they had learnt about animals and their habitats. There is a good balance of teacher-led and child-initiated activities, although sometimes the independent activities lack challenge and a firm focus on learning. All safety and welfare requirements are met. The learning environment is secure and welcoming. Children were seen to be enjoying learning as they measured and poured water into teapots to make a cup of 'tea' for the headteacher. Leadership and management are satisfactory. Staff are deployed well to give individual help and support to children and progress is tracked carefully.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The vast majority of parents and carers are very pleased with the education their children receive. They appreciate particularly the good care, guidance and support which the school gives. Inspectors endorse these views about the school's care, guidance and support. A few parents and carers felt that the school did not deal effectively with challenging behaviour. Inspectors found behaviour to be satisfactory and generally managed well by staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Christ Church CofE 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 26 completed questionnaires by the end of the on-site inspection. In total, there are 156 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	46	14	54	0	0	0	0
The school keeps my child safe	15	58	11	42	0	0	0	0
My school informs me about my child's progress	9	35	16	62	1	4	0	0
My child is making enough progress at this school	11	42	13	50	2	8	0	0
The teaching is good at this school	9	35	16	62	1	4	0	0
The school helps me to support my child's learning	13	50	13	50	0	0	0	0
The school helps my child to have a healthy lifestyle	7	27	19	73	0	0	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)	8	31	14	54	2	8	0	0
The school meets my child's particular needs	10	38	16	62	0	0	0	0
The school deals effectively with unacceptable behaviour	7	27	16	62	3	12	0	0
The school takes account of my suggestions and concerns	10	38	15	58	1	4	0	0
The school is led and managed effectively	15	58	10	38	1	4	0	0
Overall, I am happy with my child's experience at this school	16	62	10	38	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



31 March 2011

Dear Pupils

Inspection of Christ Church CofE Primary School, Chesterfield, S41 7JU

Thank you for the very warm welcome you gave us when we inspected your school. A particular thank you to all those of you who spoke with us and told us about all the things you enjoy doing at school. Please thank your parents and carers for speaking with us and for filling in our questionnaire.

These are some of the things we have said in our inspection report.

Yours is a satisfactory and improving school where you make satisfactory progress

You have a good understanding of how to stay safe and healthy.

The care, guidance and support you receive are good.

The way your school is led and managed, the curriculum you follow and the quality of teaching and learning are all satisfactory.

This is what we have asked your school to do to make it even better.

Help you to attain higher in your work and national tests and make lessons even better by:

- making sure every class is taught reading in a similar way
- asking your teachers to share their best ideas for helping you to learn.

Improve learning for children in the Reception class by:

- making sure that the activities they choose for themselves are challenging and help them learn
- developing new ways of making learning outdoors different to learning indoors.

Give you more opportunities to find out about communities and cultures which are different from your own.

You can help your school to improve further by continuing to attend school regularly, behaving well and working with your teachers to achieve the very best you can.

Ann Wallis

Lead inspector (on behalf of the inspection team)

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