

# Christ Church CofE Primary School Padgate

Inspection report

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<b>Unique Reference Number</b>	111363
<b>Local authority</b>	Warrington
<b>Inspection number</b>	378289
<b>Inspection dates</b>	24–25 November 2011
<b>Reporting inspector</b>	Stephen Rowland

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	335
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Edward Collinson
<b>Headteacher</b>	Ian Williams
<b>Date of previous school inspection</b>	25 June 2009
<b>School address</b>	Station Road Padgate Warrington WA2 0QJ
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## Introduction

This inspection was carried out by three additional inspectors. They visited 16 lessons and observed the work of 10 teachers. They evaluated the school's work, and looked at relevant policies, the school's development plan, minutes of meetings; the school's monitoring records and analyses of pupils' progress and attainment. Meetings were held with staff, pupils and members of the governing body. The questionnaires returned by pupils, staff and 132 parents and carers were also analysed.

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

- How successfully the school ensures that all pupils, particularly the higher-attainers, achieve their full potential.
- How well teaching meets the needs of all pupils, particularly in mixed-age classes.
- How effectively the school uses assessment information to support good learning.
- The extent to which all staff contribute to the school's self-evaluation and planning for improvement.

## Information about the school

This is a larger than average primary school. The proportion of pupils known to be eligible for free school meals is just below the national average. Almost all pupils have White British background and none is at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is slightly below average. The school has its own forty-place nursery provision. Since the time of the last inspection the school has assimilated a significant number of pupils from a local school which closed.

The school has Healthy School status, Activemark, Artsmark, the Parish-School Partnership Award, the Eco-School Bronze Award and the Primary Quality Award. There is a privately run pre-school and out-of-school club on site. This provision will be subject to separate inspection arrangements.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school. It has maintained high standards of achievement over recent years and there is absolutely no sign of complacency. Senior staff and the governing body are constantly seeking ways to improve further, based on thorough self-evaluation. Teamwork is strong and the school benefits from a thorough and detailed system for tracking pupils' progress. Planning for improvement is meticulous and progress towards the targets the school sets itself is evaluated methodically. Behaviour is excellent. Pupils are considerate and welcoming. The school's calm and quiet atmosphere contributes to an environment where learning is very strong. Many aspects of provision including teaching are outstanding. However, links between subjects and the many educational experiences and activities offered to pupils to maximise skills development are not always clear and this sometimes limits the learning opportunities such experiences and activities present. The best practice in teaching is shared systematically and the school works with a number of partners to ensure that it can provide the very highest standards of care and achievement for its pupils. The issue identified at the time of the last inspection has been successfully tackled. This, along with its outstanding outcomes and relentless focus on continuous improvement shows that the school has an outstanding capacity for sustained improvement.

Children enter the Early Years Foundation Stage with skills which are generally below or well below those typical for their age. This is particularly so in their language skills. They make excellent progress throughout the school and standards at the end of Year 6 are above and sometimes well above the national average. Teaching is well-planned and is often outstanding and engaging. Pupils develop a strong sense of responsibility towards others and actively support the school. They say how much they enjoy school and attendance has continued to rise so that it is now above average. Assessment systems are exceptionally strong. This means that the progress and well-being of all pupils including those who are in circumstances that make them more vulnerable are tracked meticulously.

Pupils greatly value their school. Many positive comments were made by them during the inspection. A typical comment was, 'The school is always safe. I have never felt worried here.' Another said, 'The teachers are always helpful. Any problems are quickly sorted out.' Another wrote simply, 'I love my school.' Parents and carers shared this very positive view of Christ Church. Many commented positively on how successfully the school had assimilated the large influx of new pupils from a nearby

school which closed in 2010. One parent wrote, 'We are very pleased how our children have settled in since the move from the other school.' Others praised the school's leadership: 'Very good leadership and strong ethos!'

## What does the school need to do to improve further?

- Sharpen the planning of the curriculum so that links between different subjects and educational experiences and activities are consistently clear to maximise the learning opportunities these experiences and activities present.

## Outcomes for individuals and groups of pupils

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Pupils say they value the way that their teachers make learning fun. They enjoy learning and respond enthusiastically to the many and varied opportunities offered to them. In a highly-effective English lesson, for example, pupils talked about the world in which the diarist Samuel Pepys lived. They took turns to play the role of Pepys and responded to questions fired at them. Pupils were highly engaged and as a result learning was outstanding.

The school knows how well each pupil is making progress so that ambitious targets can be set for individuals and groups of pupils. Any variations in pupils' progress are quickly identified and acted upon. For example, the school has taken effective action to increase the proportion of girls achieving the higher levels in mathematics. All pupils, including those who are higher attaining, make outstanding progress and reach their full potential. The school can cite many impressive examples of pupils who joined the school part way through their primary education and have made exceptional progress in their time at Christ Church. Tailored packages of support are closely matched to the needs of pupils with special educational needs and/or disabilities and consequently they make outstanding progress.

Pupils say how safe they feel in school and have a clear understanding of how to deal with potential risks. A group of older pupils produced a film about internet safety and cyber bullying which is shared with pupils in other schools. Many pupils have roles of responsibility in school, for example, as play leaders and by running the school shop. There is a highly-effective school council which has influenced improvements to the school's play areas. Pupils take part in a number of activities in the local area such as singing at the local community centre. Behaviour in school is outstanding. Children are respectful and considerate; they actively support the school's high expectations of them. Pupils talk convincingly about their responsibilities in the school and the wider world. They have a strong sense of moral duty to others, particularly those less fortunate than themselves. They benefit from a broad range of sporting, musical and cultural activities such as the Olympic/Paralympic Values Day and involvement with the Warrington Peace Centre.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Teaching is outstanding. Lessons are carefully planned to ensure that the pace of learning is brisk and business like. Teachers make good use of the school's excellent tracking data to ensure the needs of individuals are met. Teachers and teaching assistants keep a close watch on pupils' progress and are quick to intervene to deal with any misconceptions. Teaching is often active and engaging. In a highly-effective mathematics lesson, for example, pupils formed themselves into groups in line with the ownership of various kinds of pet to understand how bar charts worked.

Staff plan meticulously to ensure outstanding learning and to secure strong progress. Pupils are fully aware of the targets set for them and can talk confidently about what they need to do next to achieve the next steps. Marking provides detailed feedback to enhance understanding.

The school's curriculum has several strengths. Provision for developing pupils' language and mathematical skills is very strong and this ensures outstanding achievement. There is an impressive range of enrichment activities. Many pupils grow their own produce on site. All Key Stage 2 pupils benefit from a residential experience. Likewise all pupils learn French. The school is a Centre of Excellence for primary language learning.

The care, guidance and support of pupils are high priorities for all staff. Needs are assessed in detail and programmes of support are put in place for the more vulnerable. The impact of interventions to help those with special educational needs and/or disabilities is monitored closely so that programmes can be amended appropriately. Transition arrangements both within the school and with the local high school are highly effective.

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

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher established a clear and strong sense of purpose and direction. He is ably supported by the school's senior leaders and the governing body. Staff and governors express a unity of purpose and confidence about what can be achieved. Self-evaluation is honest and thorough. The school is constantly seeking ways to improve further and is aware of what it has to do next. Planning for improvement is detailed and comprehensive. All staff are actively engaged in the process of evaluation and planning. Teaching is monitored closely and support provided to ensure that the best practice is shared. Targets for pupils are challenging but are usually met or exceeded. Any gaps in performance, such as those between boys' and girls' writing have been tackled successfully. Equality of opportunity is outstanding. This is as a result of the school's calm, cohesive atmosphere, its unrelenting commitment to high achievement for all pupils and its total rejection of discrimination of any kind.

The school benefits from an experienced and committed governing body. They fulfil their statutory obligations thoroughly and can provide challenge and support when required. They are full participants in the analysis of performance and improvement planning.

The school works outstandingly well with parents and carers. The parental questionnaire responses were exceptionally positive with a very large number of positive comments. Many parents and carers commented favourably on the open and approachable nature of the school and the effectiveness of the headteacher. Effective partnerships help the school to enhance its work. These include a Family Support Worker in partnership with a cluster of local schools. The school has a Parish-School Partnership Award which supports pupils' outstanding spiritual, moral, social and cultural development. The school's systems to ensure the safety and well-being of pupils are outstanding. They include a thorough focus on the suitability of staff and on the appointment of new staff. The school promotes community cohesion well. It has ensured that pupils are actively engaged with those from different religious and cultural backgrounds through a number of visits and curriculum activities.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>

<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children work with enjoyment and enthusiasm in the Early Years Foundation Stage. A group of Reception class children, for example, was keen to talk about the rocket they were making which would take a teddy to the moon. They make outstanding progress particularly in developing language skills. They learn how to work co-operatively and how to share with others and speak knowledgeably about how important it is to eat the right things such as fruit and vegetables. Children display a curiosity about their learning and are happy to talk about the choices they make.

Provision indoors and out is varied and engaging. There is a clear balance of adult-led and child-initiated activities. Provision allows for a seamless flow through the setting with an appropriate element of more directed learning. For example, some Reception class children were supported in writing an invitation to a party whilst others wrote a shopping list for party food. Assessment is based on rigorous observations and the recording of learning. Behaviour is managed skilfully so that children learn how to act appropriately in a complex setting.

The Early Years Foundation Stage leader has a clear vision about what has to be done and communicates this to her team with passion. The success of the Early Years Foundation Stage is seen to have a critical impact on the success of the whole school and staff are encouraged and supported to develop their professional skills. This leads to a sense of ownership and commitment. Tracking of progress is carried out meticulously and, performance data is analysed in depth. The team evaluate their effectiveness regularly and systematically and share a clear understanding about what is working well and what could be improved. A number of governors are actively involved in the work of the Early Years Foundation Stage and deliver timely support and challenge.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>1</b>
Taking into account:	1
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management in the Early Years Foundation Stage	1

## Views of parents and carers

Just fewer than 40% of parents and carers responded to the parental questionnaire. This a high rate of return for primary schools. The responses were overwhelmingly positive. A very small number of respondents felt that the school did not deal



effectively with unacceptable behaviour. Inspectors gathered evidence from discussions with staff and pupils and from observations around the school. They did not find any evidence to suggest that the school does not deal with unacceptable behaviour effectively. Likewise, a very small number of parents and carers felt that the school did not respond to their concerns. The inspection team gathered evidence from discussions with staff, parents and pupils. No evidence was found which suggested that the school did not respond thoroughly to any concerns raised. All those who replied felt that the school kept their children safe. All felt that teaching was good and that their children made good progress. All felt that the school kept them well-informed about their children's progress and that the school was well led and managed.

## 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 Padgate 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 132 completed questionnaires by the end of the on-site inspection. In total, there are 335 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	105	80	24	18	2	2	0	0
The school keeps my child safe	117	89	14	11	0	0	0	0
The school informs me about my child's progress	94	71	37	28	0	0	0	0
My child is making enough progress at this school	97	73	33	25	1	1	0	0
The teaching is good at this school	103	78	28	21	0	0	0	0
The school helps me to support my child's learning	94	71	35	27	1	1	0	0
The school helps my child to have a healthy lifestyle	90	68	41	31	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)	92	70	33	25	1	1	0	0
The school meets my child's particular needs	97	73	33	25	1	1	0	0
The school deals effectively with unacceptable behaviour	91	69	35	27	2	2	0	0
The school takes account of my suggestions and concerns	89	67	35	27	2	2	0	0
The school is led and managed effectively	114	86	16	12	0	0	0	0
Overall, I am happy with my child's experience at this school	114	86	16	12	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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 up 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



28 November 2011

Dear Pupils,

**Inspection of Christ Church C of E Primary School, Padgate, Warrington.  
WA2 0QJ**

Thank you for making the team so welcome during our recent visit to Christ Church C of E School. We were particularly grateful to those of you who agreed to give up part of your lunch break to meet us. Also, thank you to those of you who completed the questionnaire. All your responses were very helpful.

Christ Church is an outstanding school. We were impressed by many things. Your behaviour is mature and responsible. Your excellent behaviour helps the school to keep up its outstanding standards. Your teachers make lessons interesting and enjoyable and this helps you to make outstanding progress. You take part in many interesting activities. We were impressed by opportunities you have to participate in residential trips.

Your teachers organise many exciting opportunities for you. We felt that you would learn even more if the links between what you learn from these experiences and the skills you develop in different subjects were made clearer for your teachers in the school's curriculum planning.

You are right to be proud of your school. Please help your teachers by continuing to behave so well, by always trying your best and by helping each other. Once again, thank you for your kindness and help.

Yours sincerely,

Stephen Rowland  
Lead inspector

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