

Christ Church CofE Junior School

Park Road, Sowerby Bridge, West Yorkshire, HX6 2BJ

Inspection dates 11–12 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Standards in English and mathematics are broadly average. Pupils make good progress from their starting points. Standards have risen since the last inspection and continue to rise.
- Pupils say they enjoy reading. They read fluently and with understanding.
- Teaching and learning are good across the school and some teaching is outstanding. Teachers plan lessons that capture pupils' interest and help them to learn well.
- Pupils enjoy being in school. They feel safe, well looked after and have good relationships with each other and with adults in the school. Their behaviour is good. They take responsibility seriously, are keen to learn and are proud of their achievements.
- The headteacher, strongly supported by the governing body, provides very clear direction, focused on raising standards and based upon a thorough and accurate analysis of the school's work.

It is not yet an outstanding school because

- The quality of teaching is not yet consistently outstanding.
- The progress some pupils make in their writing is hindered by the quality of their handwriting and an insecure knowledge of the links between letters and sounds (phonics), which leads to inaccuracies in their spelling.
- Although pupils are given good written guidance about how to improve their work, inaccuracies in spelling are not always corrected.
- Most pupils are confident in completing calculations in mathematics but they are not always certain about how to apply their mathematical skills in problem-solving.
- Because of recent changes in staff, subject leaders are, as yet, at an early stage of developing their roles in driving improvements in teaching and learning in their subjects.

Information about this inspection

- The inspector observed seven lessons and made a number of short visits to lessons conducted by teachers and trained assistants, all of which were joint observations with the headteacher.
- Meetings were held with one group of pupils, parents, members of the governing body, a representative of the local authority and senior managers.
- The inspector took account of three responses to the on-line questionnaire (Parent View) and a survey of parents' views recently carried out by the school.
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Judith Tolley, Lead inspector

Additional Inspector

Full report

Information about this school

- Christ Church is a smaller than average-sized junior school.
- Pupils are predominantly of White British heritage. The proportion of pupils from minority ethnic groups is low as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils supported through school action is below average as is the proportion supported through school action plus or with a statement of special educational needs, although this varies from year to year.
- The proportion of pupils known to be eligible for the pupil premium is above average.
- The school meets the current government floor standards, which are the minimum expected for pupils' attainment and progress.
- The school has a number of awards including Healthy School status and the International Schools Award.
- Since the previous inspection there have been significant changes in staff.

What does the school need to do to improve further?

- Raise attainment in writing and mathematics further by:
 - ensuring that all pupils have a good understanding of phonics and how to apply this in their writing
 - improving the accuracy of pupils' spelling and the quality of their handwriting
 - increasing opportunities for pupils to apply their mathematical skills in other subjects.
- Improve the quality of teaching so that it becomes outstanding by:
 - increasing opportunities for pupils to work independently to solve problems
 - ensuring pupils are always given good guidance about how to improve their writing, especially their spelling.
- Develop the role of subject leaders in driving improvements in the quality of teaching and learning, especially in English and mathematics.

Inspection judgements

The achievement of pupils is good

- Standards in English and mathematics are in line with the national average. Since the previous inspection, standards have risen and they continue to rise.
- The proportion of pupils who make more than the progress expected of them from their starting points now compares very favourably with national figures. Pupils from minority ethnic groups and those who speak English as an additional language make the same good progress as their peers.
- Most pupils join the school with skill levels that are below those expected for their age. Many join Year 3 with a poor understanding of phonics (letters and sounds) or how to form their letters and this hampers their progress in writing. Many also join the school without a secure understanding of how to complete simple calculations. This, and the lack of opportunities that pupils have to practise their mathematical skills in other subjects, slows their progress and restricts their ability to reach the higher levels in this subject.
- As a result of the extra help they receive most pupils make good, and some make outstanding progress as they move through the school. By the end of Year 6, their attainment is broadly average in reading, writing and mathematics. Pupils read a variety of texts fluently and with understanding. They write well for a variety of purposes and audiences but the quality of their writing is hampered by inaccuracies in spelling and, for some pupils, the quality of their handwriting.
- The school's actions to raise standards and accelerate progress have proved successful. The pupil premium funding is used effectively to provide extra support for individuals, and gaps between how well different groups are doing have closed. Disabled pupils and those who have special educational needs are helped through a range well-planned support in class. As a result, these pupils successfully take part in activities alongside their classmates and also make good progress from their starting points. The school promotes equality of opportunity well.

The quality of teaching is good

- The overall quality of teaching over time is good and leads to pupils' making good progress. The teaching of reading is good and, as a result, pupils enjoy their reading and read with confidence both for information and for pleasure.
- Teachers present new ideas clearly and activities are well planned to capture pupils' interest. Activities are well sequenced so that pupils build effectively on previous learning and grow in confidence during lessons. For instance, Year 4 pupils were completely absorbed in working out the rules for spelling the plural form of nouns and were keen to share what they had found with the rest of the class. Similarly, as a result of a very clear demonstration, Year 3 pupils confidently worked out halves and quarters of numbers by sharing out toppings on slices of a pizza.
- Pupils make rapid progress when they work together in pairs to solve problems. When this is the case they work at a brisk pace and grow in confidence. However in some lessons activities which teachers lead are too lengthy so that the pace slows and pupils find it difficult to maintain their concentration when they are not directly involved in independent work.
- Teachers and teaching assistants work very effectively together. They use questioning well to support and extend pupils' thinking, and activities are usually well-matched to pupils' needs and capabilities. Frequently, teaching assistants adapt lessons skilfully with their groups so that all pupils are able to join in successfully with whole-class activities. In a Year 6 literacy lesson, for instance, different groups, led by the teacher and teaching assistants, worked with enthusiasm to research the meaning of prefixes so that they could share the words they had found and their meanings with the rest of the class.
- Teachers check pupils' understanding closely during lessons and adapt their lessons

appropriately to correct any misapprehensions or to enable pupils to share their ideas with the rest of the class.

- Marking is regular and gives pupils good guidance about how to improve their work but opportunities are missed to improve the quality of pupils' writing in subjects other than English and, too often, errors in spelling are left unchecked.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. Behavioural records show this is also the case over time. Pupils are kind and considerate to each other and usually work and play well together. They take their responsibilities seriously and are proud of their contribution to the school through, for example, helping younger children to settle in, as members of the school council and as house captains.
- Disruptions to lessons are rare and pupils respond well when given the opportunity to work by themselves or with others. They listen to others and respect each other's views. They speak with enthusiasm and pride about the contributions they make to the school and thoroughly enjoy whole-school activities such as the pantomime and the Christmas lunch.
- Pupils with behavioural and/or emotional difficulties benefit from programmes tailored to their needs and this provision has a positive impact on their learning and their personal development.
- Pupils have good relationships with adults, feel safe and both pupils and parents are confident that any poor behaviour is dealt with promptly and effectively. Pupils are aware of the different forms of bullying that can take place and know how to deal with it, with house captains and monitors actively helping their peers at break and lunchtimes. They know how to stay safe and have a good understanding of the importance of a healthy lifestyle. Extra-curricular activities are very popular.
- Attendance rates are above average and punctuality is good.

The leadership and management are good

- The leadership and management of the headteacher are good. She provides a very clear sense of direction based on an accurate evaluation of the school's work. Strategies to raise standards and to accelerate progress across the school have proved successful and have led to significant improvements since the previous inspection, despite major changes in staffing.
- The headteacher is supported by the senior leadership team whose members have an accurate view of the school's performance and how to improve further. However, because of recent changes in staff, not all leaders are yet fully involved in making checks and driving improvement in teaching and learning. The detailed analysis of pupils' progress triggers any appropriate actions which are needed to support pupils and to provide training for staff to improve their skills.
- Issues identified in the previous inspection report have been tackled successfully. The school is well-placed to improve further.
- Good links are being developed with the feeder infant school and the school works effectively with the local network of schools and the community. The school also works closely with parents and with outside agencies to support its pupils.
- Safeguarding arrangements meet government requirements. The school does all it can to keep its pupils safe.
- The curriculum meets the needs and interests of the pupils well and pupils talk enthusiastically about the topics they are studying and the visits which make learning more enjoyable. The curriculum is effectively adapted for pupils with special educational needs and those with behavioural difficulties. It is enriched by a variety of activities such as the reading club, 'Mathletics' and a range of sporting activities, visits and visitors, including a residential visit for Year 6. Pupils also benefit from specialist teaching in physical education and Spanish.
- Pupils have frequent opportunities to reflect and appreciate their own skills and the skills of

others, for example, through assemblies, and to examine their own emotions and empathise with others. They have a good understanding of other cultures through the school's links with a school in Sri Lanka and with other schools in the United Kingdom. This promotes their spiritual, moral, social and cultural development well.

■ The local authority provides effective support for this good school.

■ **The governance of the school:**

– The governing body has a very good understanding of the school's strengths and areas which need to be improved. Governors understand data and are fully involved in making checks on the performance of the school. They have a good understanding of the progress pupils make and the quality of teaching. They have undertaken relevant training. They are fully involved in the performance management of teachers and in the management of the budget. They are very supportive and well-equipped to hold leaders to account, for instance, to ensure best use is made of the pupil premium funding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107554
Local authority	Calderdale
Inspection number	400917

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	120
Appropriate authority	The governing body
Chair	Angela Dick
Headteacher	Clare Cope
Date of previous school inspection	4 March 2010
Telephone number	01422 832454
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