

Christ Church CofE Primary School

Crawley Way, Off Denton Lane, Chadderton, Oldham OL9 9ED

Inspection dates 18–19 December 2012

Overall effectiveness	Previous inspection:	Good	2
	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.

- Teaching is good and is sometimes outstanding. It is particularly strong in the Reception Year and in Years 5 and 6.
- Pupils make good progress throughout the school and achieve well. By the time they leave the school standards are above national averages.
- Pupils are happy and well cared for by staff. They enjoy learning and are full of praise for the exciting extra-curricular activities particularly in music and sport.
- Parents also feel this is a good school and praise the way staff manage pupils' behaviour and keep them safe.
- Pupils' good, and sometimes impeccable, behaviour in lessons helps them to make good progress. They are eager to learn and try their very best to succeed. Around the school pupils are considerate and polite.
- The school has improved both teaching and achievement since the previous inspection. This has been led strongly by the headteacher and governing body.
- Improvement is driven by a relentless focus on what is going on in classrooms and how it can be made even better. Support for pupils whose circumstances make them vulnerable and those with special educational needs is highly effective.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching and learning across the school.
- Activities in lessons are not always planned precisely enough to make pupils think hard. This sometimes results in work that lacks challenge for some pupils.
- Pupils do not have enough opportunity to develop their thinking and engage in sustained activity independent of their teachers.
- Not all teachers use marking to help pupils see how they can improve further.

Information about this inspection

- Inspectors observed teaching and learning in 16 lessons. In addition, they observed the teaching of small groups of pupils receiving extra support for English and mathematics.
- Inspectors spoke to groups of pupils and to parents as they brought their children to school in the morning. They took account of 24 responses from parents to the on-line (Parent View) survey.
- Meetings were held with the governing body, staff and a representative from the local authority.
- Inspectors looked at a number of documents, including those relating to child protection and safety, the school's monitoring of teaching and school improvement.
- Inspectors heard two groups of pupils read and checked the school's assessments of pupils' progress in reading. They also looked at the school's tracking system showing pupils' progress in mathematics and English.

Inspection team

Andrew Morley, Lead Inspector	Additional Inspector
Terry Bond	Additional Inspector
John Ellwood	Additional Inspector

Full report

Information about this school

- Christ Church C of E is an above average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is below the national average.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is average and the proportion supported at school action plus or with a statement of special educational needs is average.
- The majority of pupils are White British.
- The school has a number of awards, including: Investors in People Gold Award, Eco Friendly Status Ambassador Award, International Intermediate Award Comenius International Links and Arts Mark Gold.
- The school meets the government's floor standards, which set out the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Further raise the quality of teaching and hence pupils' achievement by:
 - ensuring that there is an increasing number of outstanding lessons
 - using assessment information more effectively to plan work at the right level of difficulty for all pupils, particularly to challenge the more-able
 - ensuring that marking is consistently helpful in showing pupils how well they have done and how they might improve further
 - providing more opportunities for pupils to work independently of the teacher to solve problems and find things out for themselves.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills, knowledge and understanding below those expected for their age. They make good progress to reach standards that are close to those seen nationally by the end of Reception. Children eagerly explore the exciting activities available and enjoy learning. They make particularly strong progress in their personal development and, therefore, confidently settle into Year 1.
- Good progress continues across Key Stage 1 where pupils show very positive attitudes in lessons. They are eager to learn and keen to cooperate.
- There is good progress in mathematics by the end of Year 2. Pupils like working with numbers, as was seen in a lesson about multiplication that was enjoyed by Year 1 and 2 pupils.
- Progress in writing has improved at Key Stage 1 since the previous inspection with a rise in the number reaching the higher level 3.
- Most pupils have a good knowledge of the sounds that letters make (phonics) and know how to 'break words down' when they are unsure about new vocabulary. Teachers work well in partnership with parents to improve further the quality of pupils' reading. The best readers are fluent and read with expression.
- Since the previous inspection, attainment in national tests at the end of Year 6 has improved and is now above average. Pupils make good progress across Key Stage 2 because the quality of English and mathematics teaching is good.
- As in Key Stage 1 pupils' attainment in writing has improved at Key Stage 2 because of consistent expectations and the good opportunities to use their writing skills across the curriculum.
- Disabled pupils and those with special educational needs make good progress because of the well-targeted extra support they receive. A small number of pupils who are known to be eligible for the pupil premium also receive additional support if it is needed. Test results and pupil progress data show that this effective support helps these pupils to do as well as others in the school. Consequently, the gap in attainment against the national average is narrowing.

The quality of teaching is good

- Adults in the Early Years Foundation Stage work effectively as a team to ensure the individual needs of children are met. There is a good balance between adult-directed activities and those chosen by children for themselves. The outdoor area is used extremely well. For example, in a lesson in which the children were learning about the Christmas story the outdoor area was adapted well for the children to role play the stable scene. As a result, the children were secure and confident in their learning.
- In Years 1 to 6, lessons are helping pupils to make rapid progress. Teachers present new ideas clearly and activities engage pupils' interest from the outset. For instance, Year 1 and 2 pupils were very excited in learning about waterproofing different materials in the outdoor learning space.
- Teachers have good subject knowledge and explain ideas clearly and confidently. This was evident in an English lesson for pupils in Year 6 in which they were learning how to write a 'blurb' to promote a biography. The pupils were very appreciative of the support the teacher provided in understanding this difficult concept.
- Teaching is enriched by the imaginative use of information and communication technology (ICT) which is an integral part of all lessons. The school is rightly proud of the quality of ICT and a good example being the home/school link through a visual learning platform. The teaching of reading is systematic and consistently done across the school. Pupils are excited about reading and say how much they enjoy it.

- All classrooms provide a stimulating and enriched place for the pupils to learn. Display is used effectively to celebrate achievement and to support learning.
- In lessons, pupils make the best progress when they are given the opportunity to work things out for themselves or collaboratively with a partner to explore ideas and solve problems. However, at times, teachers did not provide sufficient time for this to happen which limited what was achieved.
- Teachers and teaching assistants work very effectively as teams to plan and deliver lessons. They use questioning very effectively to support and extend pupils' thinking. There were some very positive examples where teaching assistants provided invaluable support for pupils.
- Usually but not always, assessment information is used to good effect to match work and resources to pupils' abilities and what they already know
- Pupils are increasingly effective in checking their own progress. However, this is inconsistent across the school. Similarly, there is some very good marking to tell pupils how well they have done and to help them improve further. However, not all teachers are as helpful and marking is not always directly linked to individual targets.

The behaviour and safety of pupils are good

- Pupils are considerate, polite and friendly at all times. In lessons, they show positive attitudes to the teacher, their learning and each other. This makes a strong contribution to the friendly and welcoming atmosphere that pervades the school. Many pupils talked about how well they get on together and one typical comment was, 'we like our buddies and our friendship bench'.
- The life of the school is enhanced by this willingness of pupils to take on responsibility, such as being a member of the school council. Pupils spoke with great enthusiasm and maturity about their role as 'eco warriors' 'sports leaders' and 'councillors'. In these roles they learn about the democratic process and it also gives all pupils a voice in how the school develops.
- At lunchtimes, pupils are well mannered and most chat sensibly at the dining tables or help to clear away. At playtimes, they behave well and line up in an orderly fashion to come back into school. Pupils are eager to take on responsibility at playtimes and lunchtimes. For example, older pupils look after younger ones as playground buddies. Pupils were very appreciative of the friendship benches.
- Older pupils are very capable of taking even more responsibility for the leadership of behaviour in the school. Pupils know how to keep safe and they say they feel very safe in school. Older pupils show good knowledge about safety when using the internet. They are very appreciative of the support they receive from the learning mentors.
- Pupils consider behaviour to be good and are confident that any rare instances of bullying are dealt with effectively by adults. Pupils know what constitutes bullying, including cyber-bullying. There are no recorded racist incidents and name-calling is rare. Pupils confidently say that it does not happen because of someone's race, disability or religion.
- Parents are supportive of the school. The majority of parents who responded to Parent View indicated that the school makes sure children are well behaved and deals with bullying effectively.
- Pupils are happy, confident and secure in school and this is reflected in their high levels of attendance.

The leadership and management are good

- Staff at Christ Church work as a well-motivated team. They have ready access to professional development. Strategies such as coaching and mentoring are well established and effective in improving the quality of teaching.
- All school leaders put a firm emphasis on the continual improvement of teaching. Expectations

are high and the clear vision shown by the headteacher is shared by all.

- Middle leaders are clear about their roles and keen to assume responsibility. The contribution of middle leaders has improved since the previous inspection and they are doing very effective work in leading their curriculum teams.
 - Gaps in achievement are picked up early through the school tracking system so it is rare for pupils to fall behind. If this does happen, school leaders take prompt steps to make up the difference.
 - Pupils' progress is reviewed systematically and teachers have to account for the achievement of the pupils in their class. The performance of staff is rigorously managed to improve teaching quality. Staff were very appreciative of the performance management and feel it is productive and positive.
 - Strategies to monitor and evaluate the performance of the school, such as the frequent observation of lessons, are good. This has improved teaching and achievement since the previous inspection and demonstrates that the school is well placed to do even better. However, the leadership team are aware that scrutiny of the marking of books needs to be more robust.
 - The curriculum is good. Pupils enjoy connecting aspects of their learning in topics, for example when using their writing skills in history. It is enriched by a variety of well-attended extra-curricular activities and visits to places of educational interest.
 - Pupils' spiritual, moral, social and cultural development is an outstanding feature of the school, with Christian values at the core of the curriculum. There are strong links with the church parish, and through the church the school has a good link with a school in Ethiopia that supports deaf children. During the inspection a wonderful assembly gave the pupils an opportunity to pray and reflect. Pupils have the opportunity to learn about many cultures and the culture club which has a current focus on 'divali' is very well attended.
 - The school is involved in and take the lead in a range of partnership and collaboration with other schools both with and across the region. Links with the local authority are positive.
 - Safeguarding arrangements fully meet requirements.
 - **The governance of the school:**
 - Governors are fully involved in leadership team and their relationships with staff, parents and pupils are very positive. They are enthusiastic and committed to achieving the Governors' Gold mark Award. They are involved in evaluating the school's performance and in determining its strategic direction. They hold leaders to account and ensure that performance management takes place and links to salary progression. They are regularly updated on training needs of staff. The finance committee review the school budget and pupil premium funding is used well to support the achievement of this group.
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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	105707
Local authority	Oldham
Inspection number	402986

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	276
Appropriate authority	The governing body
Chair	Andrew Dearden
Headteacher	Debra Payton
Date of previous school inspection	6 May 2008
Telephone number	0161 624 0907
Fax number	0161 620 3021
Email address	d.payton@christchurch-chad.oldham.sch.uk

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