

Christ Church CofE Primary School

Kielder Terrace, North Shields, Tyne and Wear, NE30 2AD

Inspection dates 29–30 January 2013

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.

- The school continues to improve because the headteacher, governors, leaders and managers and all staff have a firm and successful focus on raising standards and improving pupils' achievement.
- Pupils make good progress and achieve well. They enter the Nursery class with skills which are below those typical for their age and leave Year 6 with standards in tests which are broadly average in English and mathematics.
- The school provides a caring environment with a calm and purposeful atmosphere for learning. The skills of individual pupils are valued, their talents nurtured and their confidence developed.
- Teaching is consistently good across the school. Teachers are knowledgeable, plan lessons carefully, explain things clearly and manage their classes well.
- Pupils behave well and most enjoy learning. They say they feel safe in school.
- Leaders and managers have a clear view of how to improve the school. Weaknesses in teaching have been tackled successfully, and the rate of pupils' progress is now more consistent across the school.
- Under the experienced, confident leadership of the headteacher, ably supported by the deputy headteacher, staff feel highly valued and are empowered to try out new ideas.

It is not yet an outstanding school because

- Teaching is good but not outstanding. Consequently, pupils make good rather than outstanding progress.
- In some lessons pupils spend too long listening to the teacher and do not have enough time to work on their own and solve problems for themselves.
- Pupils, particularly higher attainers, are not always fully challenged in all lessons.
- Although improving, attendance remains below average. The school recognises that even closer work with parents and further strategies are needed to raise attendance to at least average and reduce the number of persistent absentees.
- The school website is not easily accessible and is not always kept up to date with the required information.

Information about this inspection

- Inspectors observed 14 lessons and part-lessons. They also listened to pupils read and observed the teaching of literacy and numeracy to smaller groups of pupils.
- Discussions were held with pupils, parents, staff, governors and a representative of the local authority.
- Inspectors observed the school's work and looked at pupils' books, progress data, safeguarding information and other documentation.
- Fifteen responses to the on-line questionnaire 'Parent View' were considered as well as those from the school's own parental survey and from school staff.

Inspection team

Ann Ashdown, Lead inspector

Additional Inspector

Tim Nelson

Additional Inspector

Full report

Information about this school

- This school is smaller than the 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 above average.
- An average proportion of pupils are from minority ethnic backgrounds, and an above average proportion speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is above average while the proportion supported at school action plus and with a statement of special educational needs is well below average.
- The school meets the government's current floor standards, which set out the minimum expectations for attainment and progress.
- The Church of England diocese of Newcastle inspects the religious character of the school. This report is available separately.
- The proportion of pupils who join and leave the school partway through their education is well above average.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - ensuring all pupils, particularly those capable of working at a faster pace, are fully challenged to achieve their best in all lessons
 - always giving all pupils exactly the right balance between listening to the teacher and working on their own initiative to find out things for themselves and solve problems.
- Raise attendance and further reduce the numbers of pupils who are persistently absent by:
 - working even more closely with parents to ensure they understand the importance of sending their children to school regularly
 - maintaining and building on current efforts to improve attendance while also seeking new ways of encouraging pupils to come to school regularly.
- Ensure the school website is easily accessible, kept up to date and contains the required information.

Inspection judgements

The achievement of pupils is good

- In lessons pupils concentrate well, answer questions readily and are keen to learn. The youngest children made good progress in numeracy as they counted out tomatoes and raisins onto their plates while they were enjoying their 'picnic on the moon'.
- Children enter the Nursery class with skills which are below those expected for their age, particularly in their personal, social and language development. They settle quickly into school routines, become confident learners and make good progress.
- This good progress continues as pupils move through the school. Although each year group varies widely in size, ability, proportion of boys and numbers of pupils who have disabilities and special educational needs, overall pupils reach broadly average standards in tests in English and mathematics at the end of Year 6.
- Pupils' progress is carefully tracked. This data, together with work seen in pupils' books and that displayed on classroom walls confirm the consistently good progress that pupils are now making, particularly in reading and mathematics.
- Extra funds (the pupil premium) are spent wisely to provide after-school clubs, extra small group and one-to-one tuition for pupils who are eligible for free school meals. Consequently, their progress is similar to that of their classmates. However, there is still a gap in their attainment (as measured by their scores in national tests in English and mathematics) compared to that of other pupils.
- Disabled pupils and those with special educational needs, those who speak English as an additional language and the well-above average numbers of pupils who join the school partway through their education all achieve well. They receive timely and well-focused support from teachers and teaching assistants.

The quality of teaching is good

- Teaching is consistently good across the school. In some lessons elements of outstanding practice were seen. Consequently, all groups of pupils achieve well.
- In lessons pupils' social and moral development is promoted well. Pupils are encouraged to share their ideas, work in pairs and groups and discuss ideas and information sensibly.
- Teachers know pupils well, are skilful in managing their behaviour and create a classroom atmosphere in which pupils enjoy learning. They use interesting resources, explain topics clearly and lessons are conducted at a brisk pace. Teachers are knowledgeable and lessons are well-planned.
- Teachers check pupils learning regularly and track their progress carefully. Consequently, pupils know when they need extra help. Small group teaching of literacy and numeracy and especially high-quality teaching of phonics (the sounds that letters make) ensure that younger pupils make good progress in their reading.
- Literacy is taught well. In an English lesson pupils made good progress as they used strong adjectives, humour and alliteration as they wrote a new final chapter for the book they had enjoyed reading.
- In a few lessons, although progress overall remains good, pupils, especially those who are capable of working at a faster pace, are not always fully challenged to achieve their very best. Sometimes pupils spend too long listening to the teacher when they are ready to work on their own initiative, solve problems and answer testing questions for themselves.
- Pupils books are marked regularly and they are given helpful pointers on how to improve their work. Examples of very good marking were seen in Year 6 where pupils respond to the teachers' marking, complete any further challenges the teacher sets and quickly improve their work.

The behaviour and safety of pupils are good

- Records show that pupils' behaviour is typically good. Any incidents of challenging behaviour, particularly bullying, are swiftly and effectively sorted out. Consequently, pupils say they feel safe in school and parents' responses to the school's own questionnaires and the on-line survey (Parent View) rightly confirm this opinion.
- Pupils have good attitudes to learning and make the most of their lessons. Around the school, in the playground and dining hall, they behave sensibly and most are kind, polite and respectful to each other, to staff and to visitors.
- Parents are very appreciative of the personal help and support the school gives them and their children. Case studies show that pupils, especially those who join the school other than at the usual time, are given excellent help in settling into the schools routines and are then able to enjoy learning.
- Although the school has worked hard to improve it and it is now beginning to improve, attendance is below average. Too many pupils are persistent absentees. The school makes good use of rewards to encourage pupils to attend regularly and follows up absences promptly. However, as the school recognises, there is still a need to work more closely with parents to encourage them to send their children to school regularly and to seek new ways to further improve attendance.
- Pupils' spiritual, moral, social and cultural development is continuously promoted through meaningful assemblies as well as in lessons. Relevant moral messages, bible stories and opportunities for reflection in assembly ensure pupils think of others and start the day in a calm, well-ordered way.
- Pupils are knowledgeable about different types of bullying and are very aware of cyber-bullying. They know how to keep themselves safe and have a sensible attitude to risk taking.

The leadership and management are good

- The experienced headteacher has created an atmosphere within the school where all individuals, staff and pupils, feel valued and are given the confidence to succeed. Pupils' skills and talents are nurtured and all groups of pupils have equal opportunities to succeed. Although, in a few lessons, higher-attaining pupils are not always fully challenged, overall pupils make good progress. Pupil premium funds are used well to help those from poorer backgrounds make similar progress to their classmates.
- The performance of staff is managed well. Lessons are observed regularly. Good training and support are available for all staff and they are encouraged to try out new ideas. Consequently, morale is high at Christ Church School.
- Leaders and managers at all levels know the strengths and weaknesses of the school well and are continuously striving to improve. Weaknesses are tackled quickly so teaching has improved and pupils now make consistently good progress across the school. The good leadership of literacy and numeracy ensures that these subjects are well taught, and pupils' progress is carefully monitored.
- The curriculum meets fully the needs of all pupils and promotes their spiritual, moral, social and cultural development well. There is a good focus on literacy and numeracy and pupils are successfully encouraged to use and develop these skills in all the topics they study. A wide range of trips, visits and after-school clubs add to pupils' enjoyment of learning. They spoke enthusiastically of their trip next week to an outdoor centre as well as visits to museums and a farm. Links with schools as far apart as Oxford, Holland and Iowa help to develop pupils' understanding of other communities and cultures.
- All safeguarding requirements are met. Staff are well trained and have a secure knowledge of child protection and risk assessment issues.
- The local authority provides light touch support for the school when this is requested. This has

included training for staff and governors.

- The school website, at the time of the inspection, was not easily accessible and had not been kept up to date with the required information.

■ **The governance of the school:**

- Governors know the strengths and weaknesses of the school and monitor its work carefully. They are knowledgeable about the quality of teaching, the way in which teachers' performance is managed and how they are rewarded. They are well informed about the school's performance compared to schools' nationally and challenge school leaders about how extra monies such as the pupil premium are spent.
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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	108614
Local authority	North Tyneside
Inspection number	403067

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	161
Appropriate authority	The governing body
Chair	Diane Leggett
Headteacher	Maureen Rowntree
Date of previous school inspection	16 October 2007
Telephone number	0191 2006345
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