

Colne Christ Church Church of England Voluntary Aided Primary School

Keighley Road, Colne, Lancashire, BB8 7AA

Inspection dates 12–13 February 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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This is a very happy and caring school. Pupils thrive within a calm and purposeful learning environment.
- Achievement has improved since the last inspection. Pupils throughout the school make good progress in reading and mathematics, progress in writing is outstanding. Standards have risen at the end of both Key Stages 1 and 2 being above average.
- Teaching is good and some is outstanding. Teachers know the pupils well. They praise and encourage them, make lessons interesting and fun, and pupils are eager to learn.
- Pupils are proud of their school, behaviour is exemplary and they feel safe. They respect one another and are keen to help and take responsibility
- The curriculum is well organised. As well as a clear focus on developing pupils' basic skills, it provides a range of rich experiences, which contribute to pupils' good spiritual, moral, social and cultural development.
- The headteacher provides strong leadership. His drive and determination have led to better teaching and improvements in pupils' achievement over the past two years. The school is well placed to improve further.
- Governors are very supportive. They ask challenging questions because they believe that nothing but the best is good enough for the pupils. The governing body has, therefore, helped the school to improve.

It is not yet an outstanding school because

- In a small number of lessons the tasks set for the pupils are not always precisely matched to their ability, particularly for the more able.
- There is too little time for pupils to be independent and explore learning for themselves.
- Pupils need more opportunities to use information and communication technology (ICT) in applying their basic reading and mathematical skills across the curriculum.

Information about this inspection

- Inspectors observed teaching and learning in 13 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 17 responses from parents to the online (Parent View) survey.
- Meetings were held with three members of 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 four 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

John Ellwood

Additional Inspector

Full report

Information about this school

- Christ Church 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 below the national average.
- The proportion of disabled pupils and those with special educational needs who are supported through school action 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 Healthy Schools Status.
- 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?

- Continue to improve the quality and consistency of teaching from good to outstanding by:
 - ensuring teachers use what they know about the pupils learning to help plan work that is specifically matched to individual pupils, particularly the more able
 - providing more opportunities for the pupils to work independently of their teacher and take more responsibility for their own progress
 - providing more regular opportunities for teachers to share outstanding aspects of teaching across the school.
- Continue to improve the curriculum by:
 - ensuring that pupils are given opportunities to practise and apply their reading and mathematics skills consistently in their topic work
 - further developing the use of ICT skills in lessons.

Inspection judgements

The achievement of pupils is good

- The majority of children start school in the Early Years Foundation Stage with skills typical of those expected for their age, but an increasing number are below in their language development. From these starting points, pupils make good progress throughout the school. By the end of Key Stage 2, they reach standards in reading, writing and mathematics which are improving and above national expectations. The school is committed to ensure they raise achievement further, particularly for the more-able pupils.
- Children get off to a good start in the Early Years Foundation Stage. Lively resources and well planned activities, both indoors and out, mean they are excited and eager to learn. Children are encouraged to talk about what they are doing and to share and take turns as they play.
- Early reading skills are taught well. By Years 1 and 2, they use their understanding of letters and sounds to build unfamiliar words. Older pupils enjoy reading and understand its purpose as an essential life skill. They talk about books they have read, and about how much they read during their lessons, including when doing research on the internet.
- The school has worked hard since the last inspection to raise achievement in science, which is now consistently good throughout the school.
- Progress in writing has improved and pupils are making good and at times outstanding progress. Pupils in both Key Stages 1 and 2 are writing at a high standard. Work in pupils' books shows specific writing skills are regularly being practised, including when they write in other subjects.
- The school has made good use of the pupil-premium funding to provide additional staffing and resources. The small number of pupils who are eligible for pupil-premium funding, including those who are known to be eligible for free school meals, make similar progress to other pupils and they reach similar standards in reading, writing and mathematics at the end of Key Stage 2.
- There is a range of special programmes to support pupils who are at risk of falling behind in their learning. Disabled pupils and those who have special educational needs, therefore, make good progress.

The quality of teaching is good

- Teaching has improved since the last inspection and is good. There is evidence of outstanding teaching across the school.
- In the outstanding lessons teachers were very skilled in providing activities and organising the learning to enthuse pupils. For example, in one Year 6 class, in which pupils were learning about what happens when materials get burnt, the teacher provided the pupils with stimulating resources and helped the pupils to ask good questions. Pupils were excited and motivated producing a high standard of work.
- Teachers take the opportunity to plan activities that are practical and linked to their personal experience. For example, children in the Early Years Foundation Stage had great fun making pancakes and engaging in role play in a cafe.
- Pupils enjoy learning through themes or topics. Teachers look for connections between different subjects to make learning more interesting and meaningful. However, the opportunities to transfer and develop reading and mathematical skills to other subjects, and the use of ICT, are not as strong as they could be.
- Pupils are keen to do their best. However, in a small number of lessons they are not always asked to do work that matches their abilities, this is particularly the case for the more-able pupils.
- Teaching assistants are used very well to support individual pupils or small groups. They have a positive effect on pupils' learning. As a result pupils with special educational needs enjoy

learning and make good progress.

- Teachers mark work frequently and accurately and pupils know how to improve their work and what their next steps in learning are. However, pupils are too reliant on their teachers and not always given the opportunities to engage in independent tasks and challenged by their teachers to be responsible for their own progress.

The behaviour and safety of pupils are outstanding

- Pupils are well behaved, courteous and polite 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.
- The older children are actively engaged in working with the school leaders to set standards and ensure behaviour is of the highest quality. This is exemplified and lived out by the pupils.
- 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. In so doing they learn about the democratic process and it also gives all pupils a voice in how the school develops.
- The older children understand their responsibility to model good behaviour and safe practice. The 'buddies' and 'monitors' show great maturity in their role to ensure that younger children are looked after on the playground and around school. Pupils are very caring of each other and this was evident at lunchtime where children were very supportive of one of their friends who was a little upset. Pupils enjoy playtimes, which are very happy and secure for all.
- They know about different kinds of bullying, such as physical bullying and name calling, and say such instances are rare. Pupils with behavioural difficulties find it hard to act responsibly at times. However, they respond very positively to the school's consistently applied behaviour-management strategies and their behaviour has shown marked improvement over time.
- Pupils have a good understanding of how to keep themselves and others safe. This is promoted effectively by the curriculum, through which they learn about how to react if approached by a stranger and the dangers associated with roads, railways and water. They are confident that any issues they raise will be dealt with promptly and effectively by the school.
- Pupils enjoy coming to school and this is reflected in comments such as, 'We like school because teachers are friendly and everyone looks after each other'. Their attendance is at least average and pupils are consistently punctual.
- 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.

The leadership and management are good

- The headteacher has high ambitions for the school and is well supported by the deputy headteacher and governing body. Actions have led to improvements in teaching and pupils' achievement since the last inspection. There is a cohesive staff team who are committed to giving all pupils the best possible opportunities. As the chair of governors said, 'We are one family at Christ Church.'
- Senior leaders are accurate and honest in their judgements about the school. They know what still needs to be done and have set appropriate priorities to improve the school further.
- Leaders share a determination to develop teachers' skills in order to improve teaching further by ensuring teachers have the opportunity to learn from the outstanding practice of their colleagues. This is not having enough impact on moving teaching to outstanding as currently it is not fully developed throughout the school. They regularly check the quality of teaching in lessons and pupils' work and provide guidance to teachers on how to improve their teaching. This has helped to eliminate weak teaching. High quality training is provided to meet whole-

school and individual teachers' needs.

- The progress of individual pupils is tracked closely by leaders and teachers and all are committed to ensuring equality of opportunity. However, this information is not always used by teachers to plan lessons that are specifically focused at the individual pupil.
- The leadership team are keen to develop what is already a good curriculum. There is a strong focus on developing pupils' basic skills of literacy and numeracy. It provides a broad range of activities which enrich pupils' experiences both within and outside school. Pupils are very appreciative of the wide range of extracurricular activities. The leadership team are aware of the need to develop ICT and make sure that reading and mathematics are taught more systematically across all subjects.
- The school develops the spiritual, moral and social aspects of the pupils learning well. Assemblies provide opportunities for pupils to reflect on their lives and how they can help others. The pupils have opportunities to learn about other cultures through events such as 'culture weeks' and links to Africa through the 'Bethany Children's Choir'. The leadership team are keen to provide more first-hand opportunities for the pupils to experience other cultures.
- The school has good links with Park High School, and the work with the Pendle Small Schools cluster is supporting improvements across the school.
- Relationships with most parents are positive and the school works hard to involve them as part of the community.
- The school's arrangements for safeguarding pupils meet statutory requirements.
- The local authority has provided good support, which has contributed to school improvement.
- **The governance of the school:**
 - Members of the governing body know the school well and are very involved in school life. They are committed to making sure all pupils get the best possible opportunities and ask challenging questions if they feel pupils are not doing well enough. They have a good understanding of the school's performance data and of the quality of teaching. They are kept well informed about the outcomes of staff performance management and decisions relating to pay progression. They are determined that there will be value for money and make sure that additional staffing and equipment funded through the pupil premium has a positive impact on eligible pupils' achievement.

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	119433
Local authority	Lancashire
Inspection number	403387

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Mrs L Garnett
Headteacher	Mr A Peers
Date of previous school inspection	22 November 2007
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