

# Christ Church CofE Primary School

Tapton View Road, Stonegravels, Chesterfield, S41 7JU

**Inspection dates** 2–3 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils of all abilities make good progress throughout the school.
- Children start school with skills and understanding below the levels expected nationally for their age. By Year 6, standards in English and mathematics are currently average and rising steadily.
- Teaching is consistently good.
- Teaching assistants provide effective support for pupils who find some aspects of learning difficult, or who need to build up their confidence.
- Pupils behave well in lessons and around the school. They feel safe and equally valued.
- The school helps pupils to develop good personal skills and promotes their spiritual, moral, social and cultural understanding well.
- The school is led and managed well. The headteacher is a strong leader. She ensures that the school's work is checked very regularly and thoroughly, so that pupils achieve well and have lots of interesting learning opportunities.
- The governing body has a comprehensive knowledge of the school's work and is able to help it to make further improvements.

### It is not yet an outstanding school because

- Not all marking tells pupils how well they have achieved, or how to make further progress.
- Pupils do not have opportunities in all subjects to practise the specific skills they learn in literacy and numeracy lessons.
- Not all pupils attend school as often as they should. The school does not use strategies such as individual targets, or regular celebrations for pupils whose attendance is good or has improved well, to tackle this.

## Information about this inspection

- The inspector observed nine lessons, six of which were seen jointly with the headteacher. She attended an assembly, listened to pupils read and watched a nurture group and other support sessions.
- Meetings were held with senior and subject leaders, governors and a representative of the local authority.
- The inspector considered the 20 responses from the staff questionnaires in conducting the inspection. There were insufficient responses to the online questionnaire (Parent View) for them to be taken into account.
- The inspector observed the school's work and looked at a range of documents, including information on the progress of all groups of pupils throughout the school, samples of their work, and the school's improvement planning. She also looked at policies to help ensure pupils' safety, and records of their behaviour and attendance.

## Inspection team

Lynne Blakelock, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of pupils supported through the pupil premium (additional government funding for children in the care of the local authority, pupils known to be eligible for free school meals and those with a parent in the armed services) is well above average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is well above average.
- The proportion of pupils who join or leave partway through their primary school education is much higher than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school works with the Newbold Cluster of Schools, and with other schools in Chesterfield, to strengthen teaching and leadership.

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

- Enable pupils to consolidate and accelerate their learning by making sure that:
  - all marking tells pupils both what they have done well and the next steps to take to improve their work
  - pupils have opportunities in all subjects to practise the specific skills they have learnt in literacy and numeracy lessons.
- Improve attendance to above average, by ensuring that:
  - pupils have individual, achievable attendance targets to reach
  - when pupils have reached their targets or shown good improvement in attendance, these achievements are celebrated.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well throughout the school because teaching is good. Standards at the end of Year 6 have improved significantly in the last three years, and were average in 2012. They vary to some extent each year because of the small size of each year group but they are rising, including for the pupils currently in Year 5, who started Year 3 with markedly lower standards than the previous group.
- More-able pupils do well, and an increasing proportion of pupils are reaching the higher National Curriculum levels by the end of Year 6. Tasks in lessons are increasingly involving pupils in drawing on their previous learning as well as new skills, and help them to apply their knowledge in activities such as problem solving.
- Children start Reception with levels of knowledge and skills that are lower than those typical for their age, especially in communication and language. They make good progress, particularly in writing, speaking and listening, and moving and handling, because activities give them lots of practice. Pupils' good progress continues in Key Stages 1 and 2.
- The methods to help pupils read more fluently are used throughout the school and have given pupils a good foundation on which to build their reading, writing and spelling skills from Reception. They are able to break down letters and groups of letters into accurate sounds. Many pupils in Year 1 are able to explain the story that they are reading and talk about the characters.
- Pupil premium money is used well. It pays for several teaching assistants to provide support for individual pupils and for small groups. The money has also paid for additional activities to enrich learning. As a result, eligible pupils make good progress. Last year, pupils in Year 6 who were known to be eligible for free school meals were on average about three terms behind their classmates in English and four terms behind in mathematics. The school's data indicate that the gap is narrowing this year.
- Pupils who join the school partway through their primary education make a similar rate of progress to other pupils. So do disabled pupils and those who have special educational needs. This is because support staff, guided well by the leader responsible for special educational needs, concentrate on the aspects of reading, writing and mathematics that pupils most need to improve.

### The quality of teaching is good

- Most teaching, particularly in literacy and numeracy, is good throughout the school and this leads to pupils' good progress. Teaching is outstanding in Year 1.
- Teachers almost always makes the purpose of learning very clear. Pupils know exactly what they need to achieve and how to do it. This was why Year 4 and 5 pupils made good progress in drawing a pair of axes and labelling them with positive and negative numbers. In Reception, the children loved the activities based on a story and worked purposefully towards their goals.
- Many lessons have a fast pace and a variety of activities so that pupils have to concentrate to keep up. Pupils enjoy learning for themselves and teachers give them a good amount of time to practise what they have learnt. Activities make pupils think because they are mostly planned carefully and accurately so that they can make good progress. Where teaching is most effective,

teachers adapt their planning, depending on how well pupils are coping with the tasks.

- Pupils have good relationships with the staff, who often make learning fun. Year 1 enjoyed their phonics lesson, which provided lots of linked activities to support their good progress in reading, writing and spelling.
- Teaching assistants are effective in supporting pupils, including those who speak English as an additional language, because they know the needs of the pupils they are helping and guide them carefully. Pupils whose circumstances may make them vulnerable make very quick progress in learning, developing in their social skills and confidence because support is personal to each of them.
- Marking is far too variable. It does not often tell pupils what they have done well or how to improve their work, particularly in mathematics. Sometimes, there are gaps in marking. Literacy marking is more consistently helpful to pupils although day-to-day marking can be very brief. Guidance during lessons is more effective in telling pupils the next steps to take.
- In lessons, pupils are often able to practise their literacy skills, and occasionally their numeracy skills. However, pupils do not have opportunities in all lessons to practise specific literacy and numeracy skills and to use their skills in different situations. For example, pupils in Year 2 learnt about 'connectives' in literacy, but had no goals planned into their topic work to make sure they practised using them.

### **The behaviour and safety of pupils are good**

- Pupils behave well both in lessons and around the school. They know exactly how they are expected to behave because the behaviour policy makes it very clear and the staff apply the policy consistently. As a result, in the last three years, exclusions have dropped dramatically and there have been none this year.
- Pupils feel safe in school and from Reception onwards are taught how to keep safe, such as when crossing the road, and not to talk to strangers. They know about the risks to be considered when using the internet and how to protect themselves.
- The school's records and pupils' views confirm that there is very little bullying. Pupils speak confidently of what to do if they are treated unkindly and express great confidence that the staff will help them.
- Pupils value the jobs they are asked to do, all of which support their good personal development. The school council has raised money to buy football nets, which pupils appreciate. Year 6 pupils help younger pupils at work and play, and other pupils help out in the library and take on jobs in their classroom.
- Since the last inspection, the school has developed opportunities in several subjects for pupils to know and understand about the beliefs and practices of people from other countries. This has led to pupils' emerging good understanding of prejudice and discrimination, and why they are wrong.
- It is only when lessons do not keep them interested that a few pupils become restless. The school manages well pupils who sometimes struggle to behave appropriately in lessons, so their behaviour improves and does not affect other pupils' enjoyment of learning.

- Not enough pupils attend as regularly as they should, and attendance is average overall. The school makes pupils aware of the link between good attendance and progress, but does not give them enough responsibility for their attendance or provide them with individual targets that are celebrated if achieved.

## **The leadership and management are good**

- The headteacher provides strong leadership and is supported well by the senior team. They know the school's needs accurately and address weaknesses systematically. The good teamwork among the staff is a strong factor in the school's good effectiveness.
- Since the last inspection, the quality of teaching has improved and is now good, and pupils' rate of progress has quickened and is also good. A significant factor in this is that the headteacher has tackled the areas recommended for improvement at the last inspection, and now reading is taught consistently and well. In Reception, children are given many opportunities to learn for themselves indoors and, increasingly, outdoors. Pupils have a much better understanding of the diversity of cultures in the world.
- Regular, accurate observations of teaching have ensured that leaders know where teaching can be strengthened. The results inform the improvement plan, training for staff and their performance management targets.
- Leadership at all levels has improved. Information about the progress of all groups of pupils is analysed thoroughly and the necessary actions are taken to ensure pupils achieve well. Good methods of teaching literacy and numeracy are accelerating pupils' progress and are checked carefully by senior leaders. Subject leaders in areas other than literacy and numeracy are developing their roles. In information and communication technology, for example, the leader is beginning to develop methods to assess pupils' learning and is using modern technology such as tablet computers well to enrich their learning.
- Partnerships with local schools are helping to broaden pupils' learning, including their cultural understanding, through a project on diversity. The school values parents' involvement in school, whether through attending events or joining workshops to help them with their child's learning.
- Leaders have high expectations of all staff and support them in their roles. They are held to account for the rate of progress of the pupils that they teach and have measureable targets to achieve. Pay rises are reliant on them meeting their targets over a two-year period.
- Topics provide a good breadth of learning and support the school's emphasis on raising standards in reading, writing and mathematics from Reception onwards. Pupils enjoy developing their creative, linguistic and physical skills in lessons and interesting out-of-lesson activities. The school strives to develop pupils' personal as well as academic learning, and it promotes their spiritual, moral, social and cultural understanding well.
- The local authority adviser linked to the school reviews its performance annually through meetings with the headteacher and the governors.
- **The governance of the school:**
  - The governors are able to help the school to improve because they know a lot about its work and needs. Although the headteacher keeps them very well informed, they also gather a lot of information for themselves through, for example, meetings with subject leaders and groups of

pupils. They know what data about the school's performance say about the rate of pupils' progress. The governors know also where teaching is strongest and why. They know exactly how pupil premium money is spent, and are developing their awareness of its impact on pupils' progress and well-being. The governors understand their role in overseeing the performance management of the staff, and the necessity for staff to meet all of their targets before receiving a salary increase. The governing body ensures that safeguarding procedures meet current national requirements.

## 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

<b>Unique reference number</b>	112810
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	405428

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	142
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elaine Goodban
<b>Headteacher</b>	Sue Beckett
<b>Date of previous school inspection</b>	29 March 2011
<b>Telephone number</b>	01246 273569
<b>Fax number</b>	01246 273569
<b>Email address</b>	office@christchuch.derbyshire.sch.uk

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