

Christ Church Upper Armley CE VC Primary School

Theaker Lane, Leeds, West Yorkshire, LS12 3NU

Inspection dates 16–17 July 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.

- Many children start school with skills and knowledge below those generally expected for their age. From their relatively low starting points they make good progress in their learning.
- The quality of teaching is good. This, combined with effective care given by staff to pupils, is the main reason for pupils' good progress.
- Behaviour is good. Pupils feel safe and behave well in lessons and around the school. Incidents of challenging behaviour are extremely rare but, where they occur, they are dealt with expertly by teaching and support staff.
- The school provides a stimulating curriculum for pupils, which ensures they enjoy school.
- The governing body is well aware of the school's strengths and where improvements need to be made. Governors are beginning to challenge senior and middle leaders well.
- School leaders' positive actions show their ambition for the school to improve. Teaching and achievement are monitored closely and are improving. The school is in a good position to move forward.

It is not yet an outstanding school because

- Teaching is not yet outstanding and a small amount of teaching requires improvement.
- Tasks do not always meet the needs of all pupils. Some tasks fail to capture pupils' enthusiasm and are not hard enough for the more-able pupils, especially in writing.
- Teachers do not have opportunities to share outstanding practice.
- School leaders and governors do not consistently make the best use of available data to identify weaknesses amongst different groups of pupils.

Information about this inspection

- Inspectors observed 14 lessons, two of which were observed jointly with the headteacher. In addition, inspectors observed pupils read and scrutinised the work in pupils' books.
- Discussions were held with a group of pupils, members of the governing body, a representative of the local authority, senior leaders and parents.
- Inspectors took into account the 20 responses to the on-line questionnaire (Parent View) and the results of the school's recent parents' survey.
- Inspectors looked at a range of documents, including plans for improvement, records of the school's checks on pupils' and teachers' performance, safeguarding and attendance documents, minutes of meetings of the governing body and school policies.

Inspection team

Faheem Chishti, Lead inspector	Additional Inspector
Christine Millet	Additional Inspector

Full report

Information about this school

- This is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action and school action plus is well below average. There are very few pupils with a statement of special educational needs.
- The proportion of pupils from minority ethnic groups is above average.
- The proportion of pupils who speak English as an additional language is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is currently a breakfast club run by the school and an after-school club that is not managed by the school and subject to a separate inspection by Ofsted.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding and increase the rate of pupils' progress, especially in writing, by making sure that teachers:
 - provide pupils with work that is more stimulating and challenging so that a greater proportion achieve higher levels, especially in writing
 - use information from assessments carefully so that the work set meets the needs and abilities of all pupils, especially the more-able
 - have ample opportunities to observe outstanding practice in order to embed these skills into their own practice.
- Improve leadership and governance in order to raise the performance of all pupils by:
 - ensuring leaders make better use of available data to ensure all groups, especially the more-able pupils, progress equally well
 - identifying fluctuations and trends in the achievement of different groups in order to implement changes where necessary.

Inspection judgements

The achievement of pupils is good

- The school is successful in improving pupils' academic achievement alongside their social and personal development. As a result, pupils get a good start to the next stage of their academic career.
- Children enter the Reception class with skills that are generally below those typical for their age. Children make good progress, make choices for themselves, and are well prepared for Year 1.
- Pupils make good progress from their individual starting points as they move from Year 1 to Year 6. As a result of small numbers in some year groups and pupils' vastly different abilities, standards fluctuate year on year. However, overall standards at the end of Year 6 are similar to those nationally in reading and mathematics and moving closer to those nationally in writing.
- The school does not always use data well to spot the progress of the more-able pupils and ensure they move on at a good pace. This, to some extent, is holding attainment down as too few reach the higher levels, especially in writing.
- The development of pupils' reading is good. Pupils read regularly in school as a result of good partnerships with parents and volunteers from a local business centre. They tackle unfamiliar words well because they have a good understanding of letters and their sounds.
- Although writing is below average, it is improving rapidly because pupils' basic writing skills are good. However, work is not always imaginative and stimulating enough to enable the more-able pupils to reach the higher levels. Pupils' mathematical vocabulary and skills are developed well. Their application of these skills is rising, with ample time allocated to thinking through their calculations and sharing their ideas.
- Pupils from minority ethnic groups and those who are learning English as an additional language make good progress. They benefit from support from staff as well as from other children who have a greater grasp of the English language.
- Disabled pupils and those who have special educational needs make good progress from their starting points because the coordinator for special educational needs spots their needs early. As a result of early intervention and well targeted support the number of pupils identified as having special educational needs is now very low.
- The funding for pupils eligible for the pupil premium has been used very well to provide additional support in the classroom. This group includes those pupils known to be eligible for free school meals. Although the progress of these pupils is not always tracked closely, overall they reach similar standards in English and mathematics as other pupils. The extra help has led them often to make better progress than other pupils who are not eligible for free school meals.

The quality of teaching is good

- Teaching is good and only a small number of lessons observed required improvement; as a result, pupils make good progress.
- Where teaching is good, lessons are delivered at a brisk pace, work is matched correctly to pupils' abilities and effecting questions develop deeper thinking amongst pupils. Other adults in the classroom are a great asset to Christ Church School. They care deeply about pupils' learning, ask pertinent questions and offer excellent support to ensure pupils progress well.
- Where teaching is less effective, teachers do not use assessment information well and, especially for the more-able pupils, the work is not hard enough. Lessons are not always exciting and, especially in writing, fail to extend pupils' skills to write imaginatively. Occasionally, teachers' explanations are unclear, which results in a little confusion for some pupils.
- Good knowledge of how young children learn is clear in the Early Years Foundation Stage. Children enjoy a wide range of imaginative resources. They use information and communication

technology well to enhance their learning. For example, children use cameras well to photograph 3D and 2D shapes in the outdoor setting.

- The teaching of reading is good, starting with effective teaching of letters and sounds. Skills in mathematics and writing are taught well, although in writing work does not always encourage pupils to write imaginatively and reach the higher levels.
- Teachers' subject knowledge is good as a result of recent developments in professional development. Teachers are more aware of the levels pupils are expected to reach and set pupils challenging literacy and numeracy targets. In Year 6, especially, targets are understood well by pupils and change regularly to accelerate their learning.
- Resources often make lessons interesting. The use of information and communication technology is improving with the current upgrading of the vast majority of computers to enable more use of laptops in classrooms. For example, Year 1 pupils manipulated confidently the interactive whiteboard to enhance their knowledge of letters and sounds.
- Teachers' marking of pupils' work is good. It provides pupils with suggestions as to how to improve their work. Time is also given for pupils to reflect on and respond to teachers' comments, which results in good progress.

The behaviour and safety of pupils are good

- Pupils are very courteous, friendly and welcoming at Christ Church School. They are proud of their school due to the care, guidance and support of all staff. Behaviour is good in and around school.
- Pupils are confident, articulate children and participate well in their learning. Only when work fails to enthuse them do a few become restless.
- Pupils have a good understanding of bullying, including bullying through the internet. They are confident in assessing risk and have a good understanding of relationships as they grow older due to some good interventions by the learning mentor. Incidents of minor misbehaviour are rare and only one incident was logged in the summer term.
- The views expressed by parents confirm that they feel the school is a happy, safe place and that the school ensures pupils are well behaved.
- Attendance, although on a rising trend in recent years, has again fallen just below average this year. The school is closing this gap again with rewards and sanctions to improve attendance further. Staff and attendance officers meet and greet parents and pupils at the school gates and home visits are carried out by the school's learning mentor.
- Staff are caring and, as a result, pupils feel safe. In lessons, assemblies and from visitors they are taught about how to keep themselves safe. Pupils who spoke to inspectors said they know how to deal with any dangers.

The leadership and management are good

- Leaders have an accurate view of the schools' performance and use this to plan for further improvement. There is a shared ambition amongst all staff and the school is well placed to improve further.
- Plans identify the correct priorities for the school and actions are raising attainment. The school is working on improving these plans so that targets are sharper and it is easier to measure success.
- Checks on the quality of teaching and learning by the headteacher and senior leaders have been accurate and are developing in their rigour. They provide accurate feedback to teachers about how to improve their practice. Teaching is improving, although a few issues continue to require attention.

- A continuous drive to improve teaching through high-quality professional development in recent years has helped staff to improve their work further. However, not enough opportunities are provided for teachers to extend their skills by observing outstanding practice.
- The tracking of pupils' progress is in place but the system is not used effectively to keep a close watch on the progress of all groups and check for fluctuations in progress. This is overcome for the disabled pupils and those with special educational needs because of the effective management of this provision by the coordinator. However, the school has not identified swiftly enough that more-able pupils do not always make enough progress. Nevertheless, the overall promotion of equality of opportunity is effective.
- Teachers are set targets based on the progress pupils make and this performance management is put to good use to award increases in salary.
- A rich curriculum has a range of links to different subjects, is meaningful and exciting for pupils and encourages them to progress well with their learning.
- The school receives a light-touch approach from the local authority.
- **The governance of the school:**
 - The governing body is clear about the strengths of the school and is keen to address the few weaknesses. Governors' skills are matched to their areas of responsibility and this gives them a clear understanding of the quality of teaching. Governors review data about pupils' progress and ask questions of the headteacher and other senior leaders if they need more information. Further checking of progress is still to be extended to ensure there is consistency in the level of progress across subjects and groups of pupils. Governors make appropriate use of data to plan for the use of funding, such as the pupil premium which is having a very positive effect on achievement. They ensure safeguarding meets 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

Unique reference number	108004
Local authority	Leeds
Inspection number	413063

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	177
Appropriate authority	The governing body
Chair	Caroline Ispan
Headteacher	Anne O'Connor
Date of previous school inspection	6 July 2010
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