

Christ Church CE Academy

Deighton Road, Huddersfield, West Yorkshire, HD2 1JP

Inspection dates 7–8 May 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress is uneven throughout the school. Standards in writing are not high enough. Pupils do not have enough opportunities to use and apply their spelling, punctuation and grammar skills in a wide range of subjects.
- Words and numbers are not promoted adequately in the outdoor learning environment in the Early Years Foundation Stage.
- Marking does not clearly show pupils how to improve their work. Pupils do not always respond to the marking.
- Sometimes, the activities undertaken by pupils are not hard enough, particularly for the most able, in order for them to make better progress.
- Teaching assistants are not always utilised fully to support pupils' learning.
- Senior leaders do not have a sufficient overview of achievement in the Early Years Foundation Stage. Information about children's achievement is not included on the school's data tracking system. Assessment in the Early Years Foundation Stage is not always accurate. Therefore, some of the activities are not hard enough and hold back progress.

The school has the following strengths

- Pupils are polite and caring towards others. Behaviour is good. Pupils feel safe in the school and have positive attitudes to learning.
- Pupils' spiritual, moral, social and cultural development is effectively promoted through the curriculum.
- The attainment gap between those pupils eligible for free school meals and other pupils is almost closed.
- Pupils make good progress in the nurture room.
- Governors have a good knowledge of the strengths and weaknesses of the school and they hold school leaders to account.
- Senior leaders, in partnership with the governing body are improving teaching. They have created a caring and nurturing school which belongs to the pupils and makes them feel happy.

Information about this inspection

- Inspectors observed 12 parts of lessons and observed pupils in small groups, four of which were jointly observed with the headteacher and the deputy headteacher.
- Inspectors listened to pupils reading in Years 1, 2 and 6.
- Meetings were held with key staff, groups of pupils, two members of the governing body and a school improvement officer commissioned by the sponsor.
- There were insufficient responses to the online questionnaire (Parent View) to generate a report on Parent View. Inspectors took into account the school's parental survey and the 20 responses from the staff questionnaires.
- The inspectors looked at a number of documents, including: the school's evaluation of its own performance; minutes of meetings of the governing body; the school's data on pupils' progress; and records relating to behaviour, attendance and safeguarding.

Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

Baljinder Khela

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The school became a sponsored academy in September 2012.
- The headteacher will retire at the end of the summer term. The deputy headteacher will become the substantive headteacher from September 2014.
- The main ethnic backgrounds of pupils are from a White British, Mixed White and Black Caribbean and African. The proportion of pupils that speak English as an additional language is slightly below the national average.
- The proportion of pupils supported through school action is well-above average. The proportion supported at school action plus or with a statement of special educational needs is slightly below the national average.
- The proportion of pupils supported by the pupil premium is well-above average. The pupil premium is additional funding for those pupils eligible for free school meals and those children who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school manages its own breakfast club.
- The school has achieved The Platinum Sing Up Status and the Sainsbury's School Games Silver Award.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by ensuring that:
 - marking gives clear guidance to pupils on how they can improve their work and pupils are given sufficient time to respond to it
 - the work set is always hard enough and challenges pupils' thinking skills, particularly for the most able
 - the teaching assistants that are in the classrooms are utilised fully to support pupils' learning
 - teachers are given the opportunity to observe good and outstanding practice in other schools.
- Improve achievement in writing and in the Early Years Foundation Stage by:
 - promoting words and numbers in the outdoor learning area in the Early Years Foundation Stage
 - providing more opportunities for pupils to use and apply their basic skills in spelling, punctuation, and grammar, in a wide range of subjects, and ensuring that this is regularly checked by the teachers.
- Improve the effectiveness of leadership and management by:
 - strengthening the data tracking systems so that subject leaders have a clearer overview of pupils' achievement throughout the school, including in the Early Years Foundation Stage
 - ensuring that assessment is accurate in the Early Years Foundation Stage and it is used to inform teaching in order to meet the learning needs of all children, particularly those that are most able.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because progress is uneven throughout the school, particularly in the Early Years Foundation Stage, in Key Stage 1 and in lower Key Stage 2.
- Children join the Early Years Foundation Stage with skills that are well below what is typically expected for their age. Children are encouraged by the adults to explore and learn using all of the available outdoor space. This enables them to develop their awareness of the local environment and improve their physical skills. Children make expected progress although many enter Year 1 with skills that are still well below the levels expected for their age.
- Pupils make expected progress throughout Years 1 and 2. Attainment at the end of Key Stage 1 is well-below average in all subjects. Pupils' progress is accelerated in the upper part of Key Stage 2. This is because pupils are taught effectively in this part of the school. As a result, attainment in reading and mathematics is broadly average by the end of Key Stage 2. However, it is still well-below average in writing.
- The most able pupils do not achieve as well as they could because the work given to them is not always hard enough to challenge and develop their thinking skills.
- Improving pupils' writing skills is now a focus for the school. Work in pupils' books shows that they do not have enough opportunities to practise using and applying their skills in spelling, punctuation and grammar in a wide range of subjects. Pupils' work is not always checked rigorously enough and errors in pupils' work are not always corrected.
- Reading is promoted well throughout the school and across different subjects. The school has re-vamped the library and invested in a large number of books which suit pupils' interests. As a result, the most able pupils are reading for pleasure and the results for the phonic screening check for Year 1 in 2013 improved to be in line with the national average.
- Disabled pupils and those with special educational needs make the same progress as other pupils. Those that spend some of their time in the nurture room make good gains in their learning as adults effectively concentrate on developing their social and emotional needs. The school effectively ensures that those pupils who find themselves in challenging and vulnerable circumstances do equally well as the others in the school.
- Pupils from minority ethnic backgrounds, and those that speak English as an additional language, make similar progress to other pupils in the school and standards of attainment are also similar. The school ensures that all pupils, regardless of their backgrounds, achieve equally as well as each other.
- The school spends part of its pupil premium funding in providing additional adult support that enables pupils to be taught in small groups. As a result there is little difference in attainment between those pupils in receipt of pupil premium funding, including those who are eligible for free school meals, and other pupils. This is the case in most year groups, although in a couple of year groups, pupils eligible for free school meals attain higher standards than other pupils. Results from national assessments at the end of Year 6 in 2013, show that those eligible for additional funding did slightly better in the combined mathematics, reading and writing tests, when compared to the others in the school.
- Across the school, there has been a focus on developing pupils' basic skills in number. Pupils are confident in reciting their times tables, as was seen in a Year 3 class. Work in pupils' mathematics books show that they are becoming more confident with their number bonds in Key Stage 1.

The quality of teaching

requires improvement

- Teaching requires improvement as it is not yet having a strong enough impact to help pupils to achieve well. The quality of teaching varies across the school.
- In the Early Years Foundation Stage, adults provide a variety of activities in the outdoor area

that are helping to improve children's physical development. Children are helped to develop a strong awareness of the natural environment. This was observed during an activity where children in the Nursery enjoyed going on a nature walk around the school, trying to identify the different insects and flowers. However, words and numbers are not promoted well enough, particularly in the outdoor learning area. This slows the rate at which children develop a firm understanding in these areas.

- Assessments of children's achievements in the Early Years Foundation Stage are not always used to provide activities that allow children to do their best. Data from assessments are not entirely accurate. Consequently, some of the activities are not hard enough, particularly for the most able children, and this holds back their progress.
- A purposeful working atmosphere is created in the classrooms where pupils generally work well together. Marking in pupils' books helps to encourage them to learn and build their self-esteem. However, it does not always give them enough guidance on how to improve their work and there is very little pupil response to teachers' marking.
- A wide range of resources are used that are relevant, meaningful and help to capture pupils' interests. For example, pupils in Year 5 were learning to understand the different features of a biography, and the text used involved role models that they could relate to. During a Year 2 mathematics activity, 'Eric the puppet' needed help to plan a birthday party, which also helped to capture pupils' interest. Sometimes, however, the activities given to pupils do not extend their thinking skills enough, particularly for the most able pupils who, at times, are given work that is too easy. Consequently, this limits their progress.
- The support provided by the extra adults for those pupils most at risk of falling behind is effective. However, teaching assistants are not always deployed as well as they could be, particularly during whole-class activities.
- Where pupils do well, they are clear about what they are learning and respond well to the teachers' high expectations.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are very friendly, polite and well-mannered. They always acknowledge each other and visitors by saying, 'good morning' and are very keen to open the doors for others. The school environment is clean and there is no evidence of litter. Most of the pupils' coats are hung up on the pegs provided. All pupils wear school uniform and they say that behaviour is good.
- Pupils have a good understanding of the school's rewards and sanctions such as the 'Proud Pupil.' This is where pupils have the opportunity to take on additional roles and responsibilities after achieving well to particular criteria that is given in their year group.
- Pupils are given good opportunities to take on responsibilities around the school. Most of these are advertised on the job vacancy board and pupils have to apply for them. Some of these roles include toilet monitors, befrienders, library monitors and table managers. All of these help pupils to learn about the importance of taking on responsibilities and commitment effectively.
- Pupils have good attitudes to learning. They are articulate and have a positive approach to learning. They have a caring and nurturing relationship with each other and with the adults. Children in the Early Years Foundation Stage play well together and share their resources well.
- Pupils say they feel safe in the school. The school's work to keep pupils safe and secure is good. Pupils are taught how to keep themselves safe beyond the school environment, such as 'bike ability', road safety and stranger danger.
- Pupils insist that bullying rarely happens in the school and when it does it is dealt with effectively by all adults. They have a good understanding of the different types of bullying including homophobic and cyber bullying. They say they always have someone to turn to for help. If they feel left out at playtime, they will always go to one of the 'befrienders' in Years 5 and 6.
- Attendance is broadly average and is improving.
- Pupils say that they enjoy attending the breakfast club. It gives them a healthy and settled start

to the school day.

The leadership and management requires improvement

- The headteacher is supported well by the deputy headteacher and a team of committed and hardworking staff. While the headteacher, senior and middle leadership team monitor the quality of teaching, they have not ensured that pupils' progress throughout the school is consistently good, particularly in writing, the Early Years Foundation Stage and in Key Stage 1. Consequently, leadership and management require improvement.
- Senior leaders have improved the school's data tracking systems. This helps them check pupils' progress in Key Stages 1 and 2. However, it does not include information about children's achievement in the Early Years Foundation Stage. Therefore, senior leaders do not have a clear overview of pupils' achievements across the entire school. They do not ensure that the assessments used by teachers in the Early Years Foundation Stage are accurate or that they are used to inform their plans so that they can effectively meet the needs of all children, including the most able.
- Teachers' performance is managed well. Teachers' salary progression is securely linked to their performance. Senior leaders regularly check the quality of teaching. Where teaching is not good, support is put in place to improve it. This includes getting teachers to observe each other in the school. They do not yet have the opportunity to observe good and outstanding practice in other schools.
- Middle leaders are increasingly involved in checking the quality of teaching and pupils' achievements in their areas of responsibility.
- The school provides a broad and balanced curriculum that reflects pupils' cultures and their lives. Pupils enjoy the opportunities to participate in the Deighton Carnival. The school provides a wide range of extra-curricular activities such as archery and fencing. Membership of the school choir has grown and the choir has achieved many prestigious awards. The school effectively promotes pupils' spiritual, moral, social and cultural development.
- The school is making good use of the sports premium funding by providing training to improve teachers' skills in delivering dance and gymnastics lessons. The school is a member of the Pennine Sports Partnership. More pupils are participating in team sports because the school provides transport to get them to the different venues.
- The school improvement officer independently provides a range of good support and challenge to the school. This started before the school became an academy and has continued since then.
- The school's parental survey shows that relationships between the school and parents are strong.
- **The governance of the school:**
 - Governors know their school well. They regularly monitor the school's performance and sometimes participate in supporting the school's activities. They have a good understanding about the school's data and use this to ask challenging questions and hold leaders to account. Governors seek external validation and are not just dependent on the information given to them by school leaders regarding the quality of teaching. Governors are clear on how the school rewards good teaching and tackles underperformance of staff. The performance management of the headteacher is also securely in place. Governors have a thorough knowledge of how the school spends both the pupil premium and additional sports funding and knows the impact on pupils' learning. They ensure that safeguarding meets statutory requirements so that pupils are kept safe at all times.

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	138584
Local authority	Kirklees
Inspection number	440051

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	241
Appropriate authority	The governing body
Chair	Sue Nutton
Headteacher	Jennifer Davies
Date of previous school inspection	Not previously inspected
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