

Christ Church of England Academy

Wrose Brow Road, Shipley, West Yorkshire, BD18 2NT

Inspection dates

25–26 February 2015

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

Summary of key findings for parents and pupils

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

- Pupils do not make consistently good progress in all classes and subjects because the quality of teaching is not consistently good.
- Pupils do less well in writing and mathematics than they do in reading. They do not develop a sufficiently broad range of mathematical skills through solving problems. Pupils do not have enough opportunities to write imaginatively.
- Teachers' marking does not consistently show pupils how to make their work better. When it does, pupils do not always have opportunities to respond to teachers' comments.
- Expectations of what pupils can do are not always high enough. Pupils of different abilities are not always given work that is matched well to what they already know and can do. In particular, work for the most able pupils is not always challenging enough.
- Leaders do not always ensure that teachers use information from pupils' assessments well enough to plan what pupils need to achieve next.
- The role of middle leaders in improving teaching and learning is not yet fully established.

The school has the following strengths

- This is an exceptionally caring school where pupils are helped to believe in themselves.
- The headteacher provides strong leadership and is determined to do the best for all pupils. She has successfully driven ongoing improvements to teaching and learning during a period of change.
- Children get off to a good start in the early years. Well-planned activities successfully develop the language and social skills which form the basis for their future learning.
- Teaching assistants play a valuable role in supporting pupils' learning.
- Pupils behave well. They have good attitudes to learning and are keen to succeed.
- Pupils feel safe in school. The school makes every effort to look after them well and to support them emotionally as well as in their learning.
- The curriculum provides a range of activities which contribute well to pupils' spiritual, moral, social and cultural development.
- Governors have a good understanding of what still needs to be done to improve. Their strong support, and that of the trustees, are helping the school move securely forward.

Information about this inspection

- The inspectors observed teaching in all classes, including two observations carried out jointly with the headteacher. They observed the teaching of reading skills and listened to pupils reading. Inspectors observed teaching in small support groups, including in the nurture provision. They looked at examples of pupils' work, together with the headteacher, to gain a view of teaching over time.
- The inspectors held meetings with pupils, staff, members of the governing body and representatives from the board of trustees. They observed and talked with pupils at lunchtime and during their break times.
- The inspectors spoke with parents informally before school. They took account of 13 responses to the Ofsted online questionnaire (Parent View), the school's own surveys of parents' views, and 16 questionnaires returned by staff.
- The inspectors looked at a range of documents, including the school's most recent data on pupils' attainment and progress across the school, the school's own view of its effectiveness and its plans for improvement, and information relating to checks on the quality of teaching.
- In addition, inspectors looked at arrangements for safeguarding pupils and records relating to behaviour and attendance.

Inspection team

Christine Potter, Lead inspector

Additional Inspector

Elizabeth Kelly

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of disadvantaged pupils, those eligible for the pupil premium, is well above average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The Reception class provides full-time early years provision. The Nursery class offers part-time nursery provision.
- In 2014, the school did not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Christ Church Church of England Academy converted to become an academy on 1 August 2013. When its predecessor school, Windhill CE Primary School, was last inspected, it was judged to require improvement.
- Since becoming an academy, the school has received support within the Bradford Diocesan Academies Trust.
- There have been several changes to staff since the school became an academy, including within the leadership team. There have also been changes to the governing body, including a new Chair of the Governing Body from January 2015.

What does the school need to do to improve further?

- Improve the quality of teaching in order to raise pupils' achievement further, particularly in writing and mathematics, by:
 - making sure that pupils of different abilities are given work that is closely matched to what they already know and can do
 - always having high enough expectations of what pupils can achieve, so that the most able pupils, in particular, are given work which challenges them well
 - ensuring that teachers' marking consistently shows pupils how to make their work better and that pupils have time to respond to teachers' written comments
 - giving pupils more exciting opportunities to write imaginatively
 - providing pupils with more activities, including the chance to solve problems in real-life contexts, to help them develop a broader range of mathematical skills.
- Strengthen leadership and management, by:
 - checking more rigorously that teachers use assessment information well when they plan what pupils need to achieve next
 - fully establishing the role of subject leaders in improving teaching and learning, especially in mathematics.

Inspection judgements

The leadership and management requires improvement

- The headteacher is ambitious for the school and has worked relentlessly during a period of considerable change to ensure that all pupils are looked after well and do as well as they can. However, actions taken, while eliminating the weakest teaching, have not yet had sufficient impact on improving the overall quality of teaching and pupils' achievement, particularly in writing and mathematics. Governors, trustees and staff have confidence in the headteacher's ability to continue driving school improvement.
- Experienced teachers have been encouraged to develop their skills as middle leaders. They now take an active role in checking on teaching and learning. The literacy and early years leaders in particular have supported other staff and provided training. The actions they have taken are leading to improvements in these aspects of the school's work. However, their role is not yet fully established and the leadership of mathematics is not yet strong enough.
- Tracking systems are now in place so that individual pupils' progress is followed closely. Teachers are now held more accountable for the progress of pupils in their classes. They meet regularly with leaders to identify pupils who are not doing as well as they should and to provide appropriate support. However, leaders do not always ensure that teachers use this assessment information well enough when they plan what pupils need to achieve next.
- There are now more effective procedures in place to check on and improve the quality of teaching. Leaders look at teachers' planning and pupils' work, as well as watching lessons, and giving helpful feedback. Those teachers who are new to the profession are particularly well supported. Teachers are beginning to work more closely together to share good practice. Teaching is, therefore, improving throughout the school.
- Leaders make sure pupil premium funding is spent on supporting eligible pupils so that they make similar progress to other pupils. Eligible pupils receive additional support in the classroom and in special groups to meet both their learning and emotional needs. Leaders make sure all pupils are able to take part in all school activities. This demonstrates the school's successful commitment to providing equality of opportunity.
- Good relations and respect for others, whatever their background or needs, are fostered well. Pupils say that there is no racism in the school and are clear that 'we're all the same on the inside'. They know that any form of discrimination is not tolerated in the school. They have good opportunities to discuss and develop their understanding of British values such as justice and democracy. The school, therefore, prepares pupils well for life in modern Britain.
- The curriculum focuses appropriately on developing pupils' basic skills in literacy and numeracy. There is an exciting range of activities which enrich pupils' skills and experiences, but these are not used always well to stimulate pupils' imaginative writing. There are not always opportunities for pupils to develop a broad range of mathematical skills through solving problems. After-school clubs are popular and range from outdoor survival skills to film club. Visits provide pupils with first-hand experiences of different cultures and religions. Pupils have good opportunities through assemblies and 'circle time' activities to explore and reflect on their own feelings and those of others. Pupils' spiritual, moral, social and cultural development is therefore promoted well.
- The school makes good use of the primary school sport funding. Experienced sports coaches provide a wide range of physical activities such as gymnastics and street dance. Many more pupils now take part in these, several of which take place at lunchtimes. The coaches also work alongside teachers to improve their skills and confidence in teaching different aspects of physical education.
- The academy trust provides strong support for the school. Members' skills and expertise have helped the headteacher prioritise actions to improve the school. Systems are rapidly developing to share expertise and resources among the schools in the trust. The trust has played a key role in ensuring that pastoral support systems for pupils and their families are firmly established.
- **The governance of the school:**
 - Governors bring a wide range of relevant experience to the school. They are absolutely committed to doing the best for all the pupils in the school and developing its standing in the community. They involve themselves in a range of school activities.
 - Monthly school improvement meetings, attended by governors, school leaders and representatives of the trust, mean that governors have a good understanding of the school's performance data. They know exactly what still needs to be done to improve and ask challenging questions to check that actions taken are effective. They are kept well informed about the quality of teaching and about the targets that are set for teachers. The trust is currently drawing up guidelines for governors to follow when

deciding whether teachers should be awarded salary increases.

- Governors are particularly keen to ensure that the pupil premium funding is spent wisely and effectively on supporting eligible pupils and check the impact of this expenditure carefully. They also ensure that all safeguarding requirements are fully met.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good.
- Pupils are welcoming and friendly. They move around the school sensibly, showing respect and consideration for one another and for adults. There is a particularly relaxed and congenial atmosphere at lunchtimes, when adults join the pupils and they all chat happily together. Sports coaches provide a varied range of activities during pupils' lunch breaks; these activities are popular with pupils and help them to behave well.
- Pupils mostly have positive attitudes to learning. They are keen to contribute their ideas and to do well in lessons. They listen to one another and respect each other's views. Just occasionally, when the work is not at the right level for all pupils, there is some minor misbehaviour. Pupils respond quickly when adults remind them of the expected behaviour, so that learning is not disrupted.
- There are clear systems in place so that pupils understand the consequences, both good and bad, of their behaviour. They are keen to work their way 'up green' to receive the rewards on offer. Pupils say that they do occasionally fall out with each other and call each other names, but that things are always sorted out quickly. They talk things through and are helped by staff to come up with their own ways of making things better.
- Pupils are proud of their school. As one pupil said, 'We all help to look after it'. They understand how important it is to be dressed smartly in the school uniform which they chose themselves. Older pupils enjoy taking responsibility for younger ones. The school council plays an active role in improving the school and organising events such as, 'funny face day', to raise money for charity.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel absolutely safe in school. They know that they can always talk to an adult if they have any worries at all. They say that bullying is extremely rare. They understand the different forms it can take, and know what steps to take if they do feel that they are being bullied. They have a good understanding of how to stay safe in different situations, including when using the internet and mobile phones.
- Pupils with complex emotional needs are looked after well by the school. They receive a range of additional support, including well-planned nurture provision, to help them deal with their feelings and be able to learn and behave well within the classroom.
- Most pupils attend school regularly and on time. The school works hard with individual pupils and their families where attendance is a concern. There is a range of good strategies in place to help parents understand the importance of good attendance. This has led to significant improvements in the attendance of particular pupils.
- Some of the parents who completed the online questionnaire expressed some concerns about behaviour and safety. The inspectors looked into this closely. They found that there are a very small number of pupils in the school who have difficulty managing their behaviour. Their needs have been identified quickly by the school. Structured teaching in small groups, well-managed systems at playtimes and strong support when they are in class lessons minimise the effect of their behaviour on the learning and well-being of other pupils. The inspectors were satisfied that pupils are safe in school.

The quality of teaching

requires improvement

- Work in pupils' books, the school's assessment information for all year groups and records of checks carried out on teaching all indicate that the quality of teaching over time requires improvement.
- Expectations of what pupils can achieve, particularly the most able, are not always high enough. Work is not always matched well to the needs of pupils of different abilities. This means that it is sometimes too hard for some pupils and too easy for others.
- Leaders have identified the need for a more consistent approach to marking pupils' work. There is evidence of more effective marking in pupils' work, however, this is not yet fully in place across the

school. Teachers' marking does not yet consistently indicate to pupils exactly how to make their work better. When it does, pupils do not always have time to respond to teachers' comments.

- Work in pupils' books and from observing lessons indicate that teaching is improving. For example, there is now a much more consistent approach to teaching writing. Specific features of different types of writing are identified both in literacy and topic lessons. Pupils in Year 6, for example, demonstrated a good understanding of the features they needed to include in descriptive writing in a religious education lesson. Pupils work hard to perfect their skills before moving on to more extended pieces of writing. However, opportunities are missed to use exciting experiences to stimulate pupils' imaginative writing skills further.
- In mathematics, there is now a good focus on developing pupils' basic number skills. 'Maths passports' are used effectively to increase pupils' speed when using number facts. Mathematical vocabulary is taught from an early stage. For example, pupils in Year 1 were discussing 'digits' and 'partitioning' as they learnt to use hundreds, tens and units. However, the teaching of a broader range of mathematical skills, and their use in solving problems and carrying out investigations, is not yet as strong.
- The teaching of reading has improved. Younger pupils develop basic skills in reading words through carefully structured activities. Throughout the school, pupils read a range of texts which are well chosen to match their interests and abilities. They learn to read these carefully and with good understanding.
- There are good relationships between adults and pupils. Pupils receive a lot of praise and encouragement which develops their confidence and belief in themselves. Tasks are usually explained clearly so that pupils know what is expected of them. Resources and equipment are well chosen and organised to support pupils' learning. Classroom routines are well established so that pupils move quickly between activities so that time is not wasted and learning is not interrupted.
- Teaching assistants play a valuable role in supporting pupils' learning. They know the pupils well, work alongside class teachers to plan appropriate activities and make sure that these are adapted to address individual needs.

The achievement of pupils

requires improvement

- Pupils do not yet make consistently good progress in reading, writing and mathematics across the school. In most year groups, the school's current data show that progress is improving and that most pupils are making expected progress from their different starting points. Increasing numbers of pupils are reaching the standards expected for their age, compared to the same time last year. However, too few are doing better than this, particularly in writing and mathematics. The school recognises the need to accelerate progress further, in order to make up for a legacy of underachievement.
- Results in 2014 at the end of early years and Key Stage 1 indicate that progress from pupils' starting points improved, so that standards were closer to national averages than previously. However, standards at the end of Key Stage 2 remained well below average. However, this was a very small group of pupils, many of whom had special educational needs.
- The most able pupils are not challenged sufficiently well across the school. They make steady progress but very few of them reach levels above those expected for their age in reading, writing and mathematics at the end of either Key Stages 1 or 2.
- Pupils' progress in reading has improved. Early reading skills are now taught systematically. The youngest children now have a better understanding of phonics (letters and the sounds they make) and can use their skills to read and write whole words and sentences. The proportion of pupils reaching the expected standard in the Year 1 phonics screening check, although still below average, is rising.
- Disabled pupils and those with special educational needs receive a range of appropriate support, both within and outside lessons. This is organised in a flexible way to meet pupils' differing needs. The school's tracking information shows that these pupils mostly make the same expected progress from their starting points as other pupils, although some of them do much better than this.
- The school's data show that disadvantaged pupils across the school are making progress in reading, writing and mathematics similar to non-disadvantaged pupils in the school, and which is better than that of other pupils in some year groups and subjects. There were too few pupils in Year 6 in 2014 to make any statistically reliable comparison between the attainment and progress of disadvantaged pupils and that of non-disadvantaged pupils nationally, and also their attainment compared to other pupils in the school.

The early years provision**is good**

- The large majority of children enter the Nursery class with skills and understanding which are below those typically expected for their age. Many of them have particular difficulties in speaking and communication. The school is quick to identify these children, and provides a good range of timely and well-targeted support. Most children, whatever their starting points, catch up quickly and go on to make good progress throughout the early years. They are looked after well and the teaching is good. The proportion of pupils who reach a good level of development at the end of Reception class has improved and is now close to average. Achievement in the early years is therefore good and children are well prepared for their future learning in Year 1.
- Activities in the early years are carefully planned and purposeful so that they meet the needs of different children well. There is an emphasis on developing children's language skills and adults engage them in conversation at every opportunity. For example, children chattered happily with the teacher as they made and tossed 'pancakes' in the kitchen role play area.
- Children behave well and clearly feel safe and secure. From an early stage they are encouraged to share and take turns. They are confident and independent, and their enthusiasm for learning is clear. There are well-established routines to ensure that children are looked after well and are kept safe.
- There is good leadership in the early years and there is strong teamwork among staff. Adults observe and assess how well children are doing, meet together regularly as a team and use assessment information well to plan what children need to do next. Good practice and ideas are shared among staff.
- Parents are involved in their children's learning from the start. They are invited to come to events such as the 'Teddy bears picnic' and to make Christmas baubles with their children. Workshops and newsletters help them to support their children's learning at home. Weekly 'going home' books, where parents record things that they have done with their children, have proved popular.

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	139201
Local authority	
Inspection number	449821

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	207
Appropriate authority	The governing body
Chair	Matthew Bacon
Headteacher	Philippa Foster
Date of previous school inspection	Not previously inspected as an academy
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