

# Christ Church CofE Infant School

Victoria Street, Newark, NG24 4UT

**Inspection dates** 3–4 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- School leaders and governors have secured good improvements in teaching and in pupils' achievement since the previous inspection.
- Governors' expertise has increased so that they check the work of the school effectively.
- The school actively promotes British values. As a result, pupils show respect and tolerance, and know why we have rules and democracy.
- Pupils' behaviour is good. They are keen to get on with their work in lessons and play well together at break and lunchtime.
- The school keeps pupils safe. Adults care for them well. There are strong relationships at all levels in the school.
- Teaching is carefully checked by the headteacher. This, and additional training for staff, has led to improvements.
- Teaching is consistently good. Teachers' marking has improved so that it now has a beneficial impact on helping to improve pupils' work.
- Children make a good start to their education in the Nursery and Reception classes. Use of the outside area is excellent.
- Pupils in Key Stage 1 build on the good start in early years and achieve well in reading, writing and mathematics.
- Parents who shared their views strongly support the school and would recommend it to others.

### It is not yet an outstanding school because

- Occasionally, in Key Stage 1 literacy and numeracy, tasks are sometimes not challenging enough. In addition, there is nothing harder for the pupils who finish these tasks to move on to.
- There are few opportunities in Key Stage 1 to develop numeracy skills through the work in other subjects.
- Responsibilities are not shared sufficiently among staff to ensure that the good initiatives being developed are implemented quickly.
- Work with other schools is developing but is not fully exploited, limiting the benefits for staff and pupils.

## Information about this inspection

- The inspector observed learning in all classes, in nine sessions. Some of the learning was observed jointly with the headteacher. The inspector listened to pupils read. She reviewed samples of pupils' work in books to check their progress.
- Meetings were held with the headteacher, other staff, the Chair of the Governing Body and three other governors, and a representative of the local authority. There were informal discussions with parents.
- There were too few responses to the online questionnaire (Parent View) for an analysis to be made. The inspector took account of a recent parent survey carried out by the school, as well as the views of parents she spoke with at the school gate. She also considered the 10 responses from staff to the Ofsted questionnaire.
- The inspector looked at school documents, including information relating to checks on pupils' progress, plans for school improvement, records of the monitoring of teaching and learning, records relating to pupils' behaviour and attendance, the minutes of the governing body and safeguarding documents.

## Inspection team

Ruth McFarlane, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is much smaller than average. There are three classes. Two are for the early years: a Nursery for three year olds, who attend part-time, mornings only, and a full-time Reception class, for 4-5 year olds. The third class is a Key Stage 1 class for pupils in Years 1 and 2.
- Most pupils, a higher proportion than average, are of a White British heritage. A smaller-than-average, but increasing, proportion of pupils are from minority ethnic groups, mostly from Eastern Europe. Most of this group are at an early stage of speaking English when they join the school.
- The proportion of disadvantaged pupils who are eligible for pupil premium (additional funding for pupils known to be eligible for free school meals or in the care of the local authority) is higher than average.
- The proportion of disabled pupils and those with special educational needs is above average.
- Since the previous inspection, a new Chair of the Governing Body has been appointed.
- The school provides a breakfast club for pupils.
- At the time of the inspection, a senior leader was absent long-term. The headteacher was managing the extra responsibilities, including for the early years and as special educational needs coordinator, and also teaching for half of the week.

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

- Improve teaching in Key Stage 1 by:
  - ensuring that tasks set are appropriately challenging and that pupils always have something harder to go on to, as soon as they are ready
  - ensure that planning includes opportunities to develop numeracy in a wider range of subjects.
- Improve leadership and management by:
  - making sure that responsibilities are spread more widely among staff to enable the prompt implementation of initiatives and shared checking of effectiveness
  - developing the work with other schools to bring more benefits for staff and pupils, and ensure that work on a new assessment system is completed.

## Inspection judgements

### The leadership and management are good

- The clear ambition to continually improve the school is led well by the headteacher. All the areas for improvement identified at the previous inspection, and subsequent monitoring visit, have been addressed. This demonstrates the strength of the leadership in creating a culture where effective teaching and good behaviour can, and do, flourish.
- Self-evaluation is accurate. Development plans are clearly focused on what needs to be done to continue to improve teaching and pupils' achievement. Actions taken to make the school better are successful.
- The headteacher manages the performance of teachers in class effectively through regular checks which enable any slight underperformance to be improved quickly. She gives accurate and supportive feedback to teachers about strengths and points for developing teaching further. These are followed up promptly and result in quick improvement.
- Astute spending of the pupil premium funding ensures accelerated progress for this group of pupils. Teaching assistants are effectively trained to support the range of need in everyday lessons, and in individual and small-group sessions.
- The primary sports funding provides a wide variety of additional sports activities and tuition for pupils and staff. They include sports camps during the holidays, half-day workshops for staff and weekly sessions for pupils. Pupils' take-up of sport has increased as a result.
- The school has strong relationships with the wider community. Parents who stated a view, during the inspection, thoroughly recommend the school. There is a well-supported Home-School Association which includes parents and staff.
- The school promotes pupils' spiritual, moral, social and cultural development thoroughly. Pupils who are members of a school council gain a sense of responsibility to the community by meeting with the Home School Association to discuss ideas for fundraising. Assemblies, clubs and additional activities, such as choir, sewing, art and Keep Fit, enrich pupils' cultural and spiritual development.
- The work to actively promote British values is good. It prepares pupils well for life in modern Britain. Pupils are helped to understand what democracy means; they are tolerant of each other's differences. Respect is a key value that is promoted highly effectively and pupils understand why rules are important.
- Statutory safeguarding requirements are met. The school is fully involved with social care in supporting pupils who are most in need and their families, so that the pupils are protected and continue to make progress in school. This is one of the ways in which the school ensures that all pupils have equal opportunities to learn in an atmosphere where there is no discrimination and good relationships are fostered.
- The curriculum (the range of subjects taught) meets the latest requirements but it is not yet fully implemented or checked for effectiveness. This is because too much of this work is left to the headteacher. Literacy and numeracy leadership and phase responsibilities for the early years and for Key Stage 1 all lie currently with the headteacher.
- Some subject leadership is undertaken by other staff, for example, for information and communication technology and religious education. Responsibilities for these subjects are carried out well. Informal responsibilities for music and for art are also well-managed. However, leadership roles are not shared as widely across the school as they could be to ensure new initiatives are always put into practice quickly.
- The school has received strong support from the local authority since the previous inspection. This has given leaders and governors an accurate external view of the school on its journey to improvement. This, as well as informal partnerships with other schools, is beginning to bring benefits for staff and pupils, through shared expertise and collaboration, but the opportunities are not fully exploited. This means, for

example, that work to agree an assessment system reflecting the new statutory curriculum is not complete.

#### ■ **The governance of the school:**

- Governance is effective. The governors have revised their processes and procedures, made sure they are trained well and have a good range of skills to fully hold the school to account. They have made sure that the performance of the headteacher is managed well.
- Governors receive detailed and accurate reports from the headteacher about the performance of the school which show exactly how well it is improving. Governors know how good the teaching is. They ensure that teachers are held to account for pupils' progress and that they are appropriately rewarded for this and their contribution to the school. Governors understand the school's data and know how well this school is doing compared with other schools. As a result, they know that the additional funding, for sports and for disadvantaged pupils, is being used well.

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

#### **Behaviour**

- The behaviour of pupils is good throughout the school. Pupils respond quickly to instructions and get on with their work in lessons. They are polite and courteous. They play well together, including everyone in their games. Their social and moral development is good.
- There are high quality relationships at all levels in the school and incidents of unacceptable behaviour are rare. Pupils fully understand the consequences of poor behaviour and consider the 'Timer' (or '123 Magic' - three minutes outside the classroom for pupils who have been given three warnings) to be a serious but fair sanction. It is not often invoked.
- Pupils understand that feeling equal means sharing. They recently made a prize-winning video that vividly portrays this, showing life in Victorian times. In the video, pupils acted as chimney sweeps, scullery maids and Queen Victoria. They explained that if the discrimination and inequality shown in their film happened today, they would do something to stop it. Pupils related this to their own lives, sharing their toys fairly.
- The school is tackling its historic poor attendance record rigorously. Percentages are distorted due to the small numbers. Intensive work with families and local authority specialists have ensured that the vast majority of pupils this term have achieved almost full attendance.

#### **Safety**

- The school's work to keep pupils safe and secure is good. Risk is assessed carefully and effectively for all trips and the site is safe and secure. Staff care for pupils well, ensuring the resources used in class are safe.
- Pupils know that they are safe at school and quickly tell an adult if they have any concerns about themselves or any other child. Parents know that their children are safe at school.
- Pupils understand some of the types of bullying that pupils of their age may encounter, such as physical or racist bullying, and know what to do should it occur. They have recently learned how to stay safe on the internet.
- The breakfast club provides a calm and safe start to the day, and an opportunity for staff to check on individual pupils and return them to their classes at registration time.

### **The quality of teaching** is good

- Teaching shows clear benefit from recent training and support, in the early years and through the school. As a result, it has improved since the previous inspection and is consistently good. This is confirmed by pupils' good achievement in literacy, reading and mathematics.

- Teachers plan work so that all groups of pupils can make good progress. They check pupils' work regularly and accurately, giving pupils precise guidance, through improved marking, and talking to them about their work. Pupils benefit from this advice and show their improvement in subsequent work.
- Teaching makes sure that any group of pupils who has not yet understood, gets the help needed quickly, so good progress is maintained.
- Teaching assistants contribute strongly to how well pupils learn in lessons. They follow the direction of the teacher to make sure all pupils, particularly those who are disadvantaged, know exactly what to do and correct misunderstanding.
- Literacy is effectively taught and skills are built consistently as pupils move through the school. Teaching of writing and reading builds on pupils' knowledge of letter and sounds (phonics). It is well planned and makes sure that pupils regularly apply their skills to reading and writing in whatever subject these skills are needed.
- The school is aware that tasks in a range of subjects, including literacy and numeracy, are occasionally limited in scope, with nothing harder for pupils, whether the most-able or others, to go on to when they have finished. This slows progress.
- The review of mathematics books over the year shows the teaching of mathematics provides good opportunities for pupils to learn about numbers and basic calculation, and this is why they do well. There are more limited opportunities for pupils to use and develop number skills in subjects other than mathematics, for example, in topic work.

### **The achievement of pupils is good**

- From their good start in the early years, pupils in Years 1 and 2 make good progress. When they leave Year 2, they have achieved well in reading, writing and mathematics.
- In reading, pupils use their knowledge of letters and sounds well so that they can spell more complex words. By the time they reach Year 2, some are beginning to read longer books with expression and understanding.
- Pupils make good progress in mathematics. They can apply their knowledge in Year 1 to recognise patterns in calculation and in Year 2, for example, to work out missing numbers in calculations.
- Pupils say that they enjoy writing. They can make up interesting sentences in Year 1 and by the time they leave Year 2 they can write at length, for example, to recount stories they have studied in class, such as '*Hansel and Gretel*' by the Brothers Grimm.
- Disadvantaged pupils achieve well. The special programme implemented for them is carefully checked to ensure they make accelerated progress. For most, there is no difference in their achievement than for other pupils in reading, writing or mathematics.
- Pupils from minority ethnic groups and those who speak English as an additional language make good progress because staff are trained to help them grasp the language quickly so that they can access the whole curriculum. Teachers stimulate their learning and interest effectively through choosing some topics from their countries of origin.
- The most able pupils make good progress. In Year 2 the most-able pupils write well using a range of correct punctuation, including within speech, and using commas correctly. They use a range of vocabulary and structures in imaginative writing, such as 'in an angry voice', and in factual writing, 'If we didn't have any sun, the plants will not grow.' Occasionally, the progress of the most-able falters when work provided is not challenging enough.

- Disabled pupils and those with special educational needs make good progress. Accurate and prompt diagnosis means that they receive good support, making sure that they can benefit fully from all that is provided.
- Pupils do well in additional activities and clubs. The standard of sewing achieved by participants in the sewing club is high, and pupils are rightly proud of their skills. The good range of music and art activities, including the choir whose members sing in community events, enriches pupils' social and cultural development.

### **The early years provision** is good

- Early years provision has improved since the previous inspection because staff have visited and learned from, other settings, and received good training that has improved their practice. Consequently, all aspects are now good.
- The children achieve well from a wide range of starting points. Those who enter with weak social or communication skills are helped to catch up quickly. Those who enter at the early stages of speaking English receive good help to develop their English language skills. Consequently, the majority of the children reach a good level of development and move confidently into Year 1.
- Teaching is good. Staff plan activities that engage children's interests. In mathematics, balancing cubes to weigh the zoo animals makes counting interesting, especially when the number of cubes needed is as high as 40. Children have good opportunities to practise their emerging writing skills and use their developing understanding of phonics, which is well-taught, to help them spell words. The most-able children are challenged well, and can write several sentences about what they have been studying. 'When the chicks hatch they will be wet', wrote one, and afterwards, 'The chicks are chirping. They are nice and dry'.
- Children learn effectively in the outside area because it is particularly well planned to stimulate enjoyable learning through play. The indoor learning sessions with the adults, about 'Jack and the Beanstalk', are reinforced to continue learning outside. There, a 'letter' from the giant reads, 'I have lost my words for Giant School. Can you find them for me?' The addition of 'Thank you, from the Forgetful Giant' encourages good manners and imaginative vocabulary.
- Unsettled leadership has been coped with without adversely affecting the road to improvement in early years provision. Remaining staff manage the leadership responsibilities well. All staff ensure children's good behaviour. Safeguarding procedures are strong, in line with the rest of the school. Teachers have warm and effective relationships with parents, who are pleased with the good start their children make. They are confident their children are safe and well looked after.

## 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>	122792
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	461975

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

<b>Type of school</b>	Infant
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	42
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tony Roberts
<b>Headteacher</b>	Gill Maguire
<b>Date of previous school inspection</b>	9 July 2013
<b>Telephone number</b>	01636 680051
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