

Christ Church CofE Primary School

Nelson Street, Patricroft, Eccles, Manchester, M30 0GZ

Inspection dates 20–21 May 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Good	2
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.

- In 2014, standards attained by pupils in reading, writing and mathematics at the end of Key Stage 2 dipped. They were not as good as those seen in previous years.
- Not enough pupils, including disadvantaged pupils supported by the pupil premium, made good progress in reading or writing by the time they left at the end of Year 6 in 2014.
- The overall quality of teaching has not been good enough over time to ensure that pupils achieve consistently well, particularly at Key Stage 2 where teaching is still variable.
- Good quality marking in English and mathematics is yet to be fully replicated across all subjects.
- Teachers do not always make sure that work is set at the right level to ensure that all pupils, including the most able, make good progress.
- Some pupils are not sure what they need to do to improve their learning in reading, writing and mathematics.

The school has the following strengths

- This year, senior leaders and governors have been very effective and successful in improving the quality of teaching and achievement. Leaders and managers demonstrate strong capacity to continue the school's improvement.
- Pupils' attainment in reading, writing and mathematics has improved in Key Stage 1 and is better than at the time of the previous inspection.
- Pupils' attendance is much improved and behaviour is good. Pupils enjoy school and are safe and well looked after.
- Phonics are well taught. Attainment in the national phonics screening check in 2014 was well above average.
- Currently, almost all pupils, including disabled pupils and those who have special educational needs are making faster progress than seen previously.
- The primary school sports funding is exceptionally well spent. It supports the development of pupils' health and well-being, and enhances the skills of staff in teaching sporting activities.
- Provision in the early years is good. The work of early years staff with parents is highly effective. They ensure that children are safe and well looked after. As a result, children enjoy school, make good progress and achieve well.

Information about this inspection

- Inspectors observed a range of lessons in all year groups as well as the teaching of small groups of pupils and sessions aimed at helping pupils to learn to read. Four lessons were observed jointly with members of the senior leadership team.
- Inspectors listened to pupils read and held discussions with pupils from across the school. Pupils' work in books was scrutinised during lessons and separately with senior leaders.
- Inspectors considered the 14 responses to the online questionnaire (Parent View) as well as the school's own surveys of parents' views. Informal meetings were held with parents at the beginning of the school day. A letter was received from a parent, and telephone conversations took place with parents.
- Responses to a questionnaire completed by 23 members of staff were considered.
- Inspectors held a meeting with three governors, including the Chair of the Governing Body. Meetings were also held with school leaders and staff including those responsible for: Key Stages 1 and 2; the provision for disabled pupils and those who have special educational needs; and children in the early years.
- A telephone conversation took place with a representative from the local authority.
- A number of documents were examined. These included the school's checks on the quality of teaching, development plans, the school's reviews of its own performance, records of middle leaders' meetings, information about pupils' progress, various records of pupils' attendance, behaviour records and safeguarding documentation.

Inspection team

Lenford White, Lead inspector

Additional Inspector

Frances Farnorth

Additional Inspector

Full report

Information about this school

- This is a smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of disadvantaged pupils supported by pupil premium funding is twice the national average. The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- A below average proportion of pupils are from minority ethnic groups or speak English as an additional language.
- Children in the early years provision attend the Nursery and Reception classes on a full-time basis.
- The school meets 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.
- Most teaching staff, including a newly qualified teacher, two temporary teachers and an assistant headteacher, are new to the school since the previous inspection. Four governors, including a new Vice-Chair of the Governing Body, have been appointed. At the time of the inspection, three new classrooms were being built. This includes accommodation for Nursery and Reception children who are currently learning in a mobile unit.
- Since the time of the previous inspection, the school has been led and managed by an executive headteacher who has joint responsibilities for two schools. The senior leadership of Christ Church Primary School consists of the executive headteacher, a head of school, and an assistant headteacher.
- A breakfast club is available to pupils. This is managed by the governing body.

What does the school need to do to improve further?

- Continue to improve the quality of teaching so that it is at least good and thus raise the achievement of pupils, particularly in Key Stage 2 in reading and writing, by:
 - making sure that work is always set at the right level to ensure that all pupils, including the most able, make good progress over a sustained period of time
 - ensuring that pupils know what they need to do to improve their work and learning
 - ensuring that good practice in marking in English and mathematics is replicated in other subjects.

Inspection judgements

The leadership and management are good

- The effectiveness of senior leaders and managers, including the executive headteacher, the head of school, assistant headteacher and governors, is good. Together they have taken decisive action to eradicate weak teaching and have been very effective in managing the high turnover of staff since the previous inspection. In addition to this, the school faces uncertainty about the timescale for the completion of three new classrooms and has had to cope with flooding and manage a move of pupils to its partner school.
- All of these factors had an adverse effect on the quality of teaching and learning in 2014. However, all staff are highly skilled and well trained, and are very supportive of senior leaders in their work to improve standards. All staff know exactly what the school is aiming to achieve, and have played their part in rapidly improving the standards attained by pupils.
- Middle leaders, including those responsible for managing the early years provision and Key Stages 1 and 2, play an effective role in improving the quality of teaching and learning. They meet regularly to analyse data on pupils' performance and coordinate the deployment of teaching assistants to boost the performance of any groups of pupils in danger of falling behind.
- The work carried out by senior leaders responsible for raising standards in English and mathematics has been effective in, for example, coordinating staff training, improving phonics teaching and developing links with local libraries. This work, together with regularly checking and developing pupils' calculating skills, is helping to get pupils back on track.
- Good systems are in place for managing teachers' performance and these are leading to improvements in the quality of teaching. Teachers are set challenging targets as part of their performance management. These are closely linked to the school's priority to improve pupils' attainment and are helping to raise standards.
- The school is well on its way to fully implementing its new curriculum and developing new systems for assessing how well pupils are performing.
- The school uses its pupil premium funding appropriately to support disadvantaged pupils. It has used the funding to employ additional adults to work with pupils, including a children and families officer, to improve attendance and an on-site counselling service to provide emotional and therapeutic support to identified pupils and families. This work is highly effective; it has helped to narrow the gaps between disadvantaged pupils and their peers that were evident at the end of Key Stage 2 in 2014.
- The school makes effective use of its physical education and sport premium funding to encourage participation in various sports, including gymnastics and rugby competitions, and provides opportunities for pupils to take part in inter-school sports tournaments. Staff members work alongside professional coaches to improve their skills in teaching various sporting activities.
- The school's work to develop pupils' spiritual, moral, social and cultural development is good. Pupils learn about the major world faiths and visit places of worship such as mosques and churches. They also enjoy trips to various local places of interest. Pupils participate in the school choir, learn German in Key Stage 2, and appreciate their Year 6 residential opportunities.
- This is a very harmonious school in which pupils have a good understanding of life in modern Britain. They understand the importance of fairness; they raise money for people less fortunate than themselves and learn about democracy and the rule of law. Their participation in Black History Month and various cultural and theme-based events gives them a good understanding of the culturally diverse nature of British society.
- Teachers and senior leaders' work to challenge discrimination, promote equality of opportunity and foster good relations is effective. For example, leaders and governors are aware of previous gaps between the achievement of boys and girls and have taken action to narrow them.
- The school's work to engage parents is good. For example, the work of the school's family learning group has been highly effective in engaging parents interested in improving their literacy and numeracy skills.
- Since the previous inspection, the local authority has had a 'light-touch' relationship with the school. Most recently, a school improvement officer has reviewed the school's performance data and website.
- The school has thorough systems for keeping pupils safe and arrangements meet statutory requirements. All staff, including in the early years, are familiar with safeguarding procedures and know exactly what to do if a pupil raises a concern about their well-being or safety.
- **The governance of the school:**
 - Governors know exactly where the school's strengths lie and what it needs to do to further improve. They know that the performance of disadvantaged pupils at the end of Year 6 in 2014 was not good

enough. However, their good leadership has ensured that disadvantaged pupils are currently making good progress in all year groups. Governors know that pupils' much improved attendance, the work of the children and families officer, and effective systems to ensure good behaviour are all contributing to rapid improvements for all pupils across the school.

- Governors are well trained and hold senior leaders to account for the performance of teachers and for the achievement of pupils. They have been very supportive of senior leaders during this time of uncertainty and play an active role in the life of the school.
- Governors receive regular reports on the quality of teaching. They are prepared to reward teachers and other staff members for their good work, but only if it contributes towards improving standards.
- Governors know how well pupils' performance compares to that of pupils in similar schools and all schools nationally. They are fully aware that pupils' performance did not compare favourably with these in 2014. They also know that, while some variability in teaching remains, current pupils' progress is better than the previous year.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils, including children in the early years, enjoy coming to school. Evidence of this is in their improved attendance, which is above average and much better than at the time of the previous inspection. Pupils' regular participation in breakfast club helps them to catch up on learning and ensures that they are punctual.
- The work of the school's children and families officer and good partnership arrangements with the local authority education welfare service have helped to improve pupils' attendance. They are also helping to gain the trust and support of families in working with the school.
- Pupils behave well most of the time. They move around the school in an orderly way and are very sensible during lunch times when different year groups take it in turn to get their lunch.
- Play space has been significantly reduced due to building work. However, pupils cope exceptionally well with this, even though their play is confined to restricted areas.
- Pupils enjoy taking on responsibilities as peer mediators and anti-bullying ambassadors; however, their services are rarely called on as pupils get on well together and play safely.
- Behaviour in class is good. Teachers and teaching assistants are highly skilled at managing the behaviour of those pupils who find it difficult to manage their own behaviour or fully understand the consequences of their actions.
- Events such as 'super learning days' are helping to ensure that pupils have consistently positive attitudes towards adults, each other and their learning.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils in Key Stages 1 and 2 say that bullying is rare. They know that they can talk to any member of staff if they have any concerns about their safety and are confident that any such concerns will be swiftly dealt with.
- Most of the small sample of parents who completed Parent View are of the opinion that pupils are well behaved. Most parents who spoke to inspectors, and the vast majority of the far more representative group of parents who completed the school's own survey of parents' views, are happy that their children are safe and well looked after.
- School records show that bullying is rare and that any inappropriate behaviour is recorded and dealt with promptly. Inspection evidence, including discussions with pupils, shows that behaviour is typically good.
- Key Stage 2 pupils are aware of most forms of discrimination-based bullying, including racism, which they say is 'when you make a mock of someone's colour'. Pupils are adamant that such discrimination does not take place in school and know that there would be 'serious consequences' if it did.
- All pupils know how to stay safe, including while using the internet. They know that bullying can occur on hand-held games and mobile phones, and that they should never give out personal information to people they do not know when online.
- The school's work to help pupils understand dangers and risks is highly effective. The school has received an award in recognition of its anti-bullying work and provides regular training for its anti-bullying ambassadors.

- Visitors from police, fire and rail safety services help pupils to understand dangers and risks. Cycling proficiency training helps them to stay safe on the roads.

The quality of teaching

requires improvement

- Teaching requires improvement because over time it has not been good enough to ensure that all pupils make consistently good progress and attain to the best of their abilities in reading, writing and mathematics. However, the quality of teaching is improving and more pupils are now attaining the standards expected for their age.
- Teaching assistants work well with teachers to plan activities for pupils. They are careful to provide support just when it is needed. They follow the school's agreed approach by encouraging them to try and find out things for themselves or with their class mates before asking an adult. Teaching assistants are well trained and work effectively with pupils of all abilities, helping to develop their skills and improve their attainment.
- Some pupils know what they need to do to improve their learning. Some who spoke to inspectors said that they could improve their English by 'using the right punctuation in the right place' and improve their mathematics by 'multiplying whole numbers by fractions.' Others talked about using their 'purple polishing pens' to show how they have 'fixed their work'. However, pupils' understanding of how to improve their work is inconsistent and, though their targets are available in their mentoring files, too few can say precisely what they need to do to improve their work and learning.
- Most teachers ensure that pupils are challenged and engaged in their learning. This was exemplified in a Key Stage 1 mathematics class where pupils worked on different activities linked to fractions. All groups of pupils made good progress because of the support that was available and they had opportunities to discuss ideas with their classmates. At the end of the session, pupils were able to express pictures of different numbers of animals in terms of fractions, for example 'two fifths of the animals are lions and three quarters are frogs'. However, pupils do not always make such good progress, especially the most able and in Key Stage 2, when work is not set at the correct level.
- Teachers ensure that all pupils' work is marked and up to date. They usually ensure that pupils improve their work having read their comments and suggestions. However, the good marking in English and mathematics is not always replicated in other subjects where pupils' grammar, punctuation and spelling are not always checked. Senior leaders are aware of this because they scrutinise regularly pupils' work and have introduced systems to for teachers to highlight common spelling and grammatical errors.
- Teachers have exceptionally good relationships with pupils. They teach with a sense of urgency, aiming to get pupils fully involved in their learning. This was the case in a Key Stage 2 English class where pupils were developing their skills in reading and writing instructions. Pupils were given strips of paper containing instructions and methods for making biscuits, which they had to order correctly. The teacher focused on the importance of using the correct language throughout the session, insisting that pupils defined words such as 'method'. Pupils enjoyed their challenge and made good progress because they were interested and wanted to do well.
- Teachers' work to develop pupils' mathematical skills is developing well in the early years and in both Key Stages 1 and 2. This was demonstrated in an upper Key Stage 2 mathematics class where different groups of pupils, including those with English as an additional language, made good progress because they challenged each other, used their calculation skills and applied different strategies to solving multiplication problems.

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because of a decline in standards. In 2014 at the end of Year 6, pupils' attainment dipped to below average in reading, writing, mathematics and in grammar, punctuation and spelling. The proportion of pupils making expected progress was broadly average in all subjects. Very few made better than expected progress in reading and writing. This is because pupils were not able to make up for lost learning due to teaching that previously had not been good enough.
- Pupils' attainment at the end of Key Stage 1 in 2014 was broadly average in reading and writing but below average in mathematics.
- Inspection evidence, including school data and work in pupils' books, shows that achievement is improving rapidly and securely, and that most pupils, including those currently in Year 6, are making faster progress than seen last year. The standards they are attaining are close to those expected for their age at the end of the key stage. These improvements are the result of good leadership.

- Pupils' skills in phonics (letters and the sounds they make) are good. The proportion of pupils identified as secure in their phonic skills in the national phonics screening check at the end of Year 1 in 2014 was well above average. Pupils enjoy reading. Regular library visits and frequent access to a regularly replenished stock of books from the local library expose pupils to a wide range of authors and writing styles. Younger pupils, including children in the early years, are developing their phonic skills well to sound out and read unfamiliar words.
- Pupils' progress in writing was not consistently good in all year groups in 2014. However, while some variability remains, they are currently making faster progress. Pupils enjoy writing about their many trips and educational visits, and regularly engage in extended writing activities through their topic work.
- The progress of some groups of pupils, including girls and disadvantaged pupils, was below average in mathematics at the end of Year 6 in 2014. However, most pupils in other year groups made good progress in this subject. The school's own data and work in pupils' books show that pupils are now making rapid progress in mathematics in most but not all year groups.
- At the end of Year 6 in 2014, there were too few pupils from minority ethnic groups or who spoke English as an additional language to make any meaningful comparisons between their performance and that of similar groups of pupils nationally. However, the performance of a larger group of these pupils at the end of Key Stage 1 was good. Regular pupil progress meetings and close tracking of the performance of all groups of pupils ensure that any pupils falling behind are quickly identified and given the support they need.
- The performance of boys in all subjects in 2014 was much better than that of girls at the end of Key Stage 2. However, attainment gaps between boys and girls in Years 1 to 5 in 2014 were no wider than those found nationally at the end of the key stage. Close monitoring of pupils performance is helping to ensure that this continues to be the case this year.
- Disabled pupils and those who have special educational needs are well cared for by a highly qualified special educational needs coordinator, well-trained teachers and teaching assistants. All are highly skilled at helping pupils at both key stages and children in the early years to develop their speaking skills. At the end of Year 6 in 2014, the attainment of pupils with special educational needs compared well to that of similar pupils nationally in reading and writing, but was not quite as good in mathematics. The progress of these pupils, often from low starting points, was good in all subjects and is rapidly improving this year across the school in reading, writing and mathematics.
- At the end of Year 6 in 2014, disadvantaged pupils were more than three terms behind their peers in school in mathematics, five terms behind in reading and a term and a half behind in writing. Disadvantaged pupils' attainment was approximately three terms behind pupils nationally in mathematics, reading and writing. The school's own data show that these pupils are currently making accelerated progress in all subjects across the school and that gaps between their attainment and that of other pupils are closing rapidly.
- The school's work with the most able pupils is increasingly effective. Booster classes and more challenging work are helping to ensure that these pupils are pushed to do their best, with a small number in Year 6 working at the highest possible Level 6 in reading, writing and mathematics. Even so, there are times when some of the most able pupils, particularly in Key Stage 2, receive insufficient challenge from some of the work they are given.

The early years provision

is good

- The leadership and management of the early years provision are good. At the time of this inspection, early years provision was being led and managed by an experienced early years manager on secondment from a neighbouring partner school. Under her leadership, the good progress made by children through both the Nursery and Reception classes in 2014 has been maintained this year.
- Children are well looked after, acquire skills quickly and develop very well alongside their peers. Staff have a good understanding of children's needs, monitor their performance closely, and work well in partnership with parents to ensure children's good development.
- The Nursery and Reception classes are based in a mobile unit while staff await the completion of the new accommodation. This is limited in terms of space. However, children progress well.
- Almost all children enter the Nursery class with skills and abilities below those typically expected for their age. School data show that children's speaking and listening skills are generally weak at this stage. Children make good progress through Nursery and Reception in all areas of learning. Their skills in listening, paying attention and understanding of the world are especially strong, though reading and writing skills are not quite as well developed.

- However, in 2014 most children left Reception with the skills and knowledge necessary for the next stage of their learning in Year 1. This represents good progress from their low starting points. Children are currently making good progress and attaining the standards expected for their age.
- Teaching in the early years is good. Teachers and teaching assistants are well trained, work well together and are skilled at developing children's knowledge and understanding of the world around them. Staff regularly observe children, monitor their progress and share this information with parents.
- Children enjoy their time in the early years. They are very responsive towards visitors and enjoy talking about their learning. They are cooperative, follow routines well, and enjoy their learning. This was exemplified in the reception class where children settled down quickly into their phonics groups. Children read tricky words such as 'employ' by including the 'oy' sound and were able to write different three and four letter words by the end of the session.
- Staff ensure that children are kept safe and secure at all times and apply the same good safeguarding practices as in the rest of the school. Children are taught to behave sensibly when learning and playing in both indoor and outdoor areas. Parents are of the view that their children are safe and well cared for, and are happy with the information that they receive about their children's progress.

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	105935
Local authority	Salford
Inspection number	461721

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair	Lynn Boardman
Headteacher	Wendy McCormack
Date of previous school inspection	29 September 2011
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