

Christ Church Church of England Controlled Primary School

Brookhill Road, Bootle, Merseyside L20 3JL

Inspection dates	21–22 June 2016
Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Although improving, the quality of teaching at key stage 2 is too variable across a range of subjects and classes. Consequently, outcomes for pupils across year groups at key stage 2 are not consistently good.
- Over time, too few pupils make the progress that is expected of them, particularly at key stage 2, and not enough make rapid progress.
- Teachers do not consistently plan work that drives pupils' learning forward at a pace, including for the most able.
- The gap between disadvantaged and non-disadvantaged pupils is not closing quickly enough in some year groups.
- Targets set for lower attaining pupils are not aspirational enough. As a result, this group of pupils do not always reach the standards that are expected of them.
- Some targets in the school development plan are not measurable. As a result, leaders and governors are not able to monitor effectively the impact of the school's work.
- The role of middle leaders of the foundation subjects is not as well developed as those of mathematics and English.
- The school's website does not contain all the required information.

The school has the following strengths

- The new senior leadership team is highly ambitious and demonstrates a good capacity for further improvements.
- Under the steer of the new leadership team, the quality of teaching and outcomes for pupils in early years and at key stage 1 have improved and are now consistently good.
- Governors offer the school good levels of support and challenge.
- Pupils are keen to learn. They feel safe and enjoy coming to school. Standards of behaviour in lessons and around the school are good.
- There is a wide and varied range of out-of-school clubs for children to enjoy.
- The curriculum is broad and balanced and successfully promotes the school's own as well as British values.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and thereby outcomes for pupils in writing, mathematics and across subjects, especially at key stage 2, by:
 - ensuring that all pupils, including the lower attaining and the most able, are challenged in all aspects of their learning
 - continuing to close the gap between disadvantaged pupils, their classmates and others nationally with a specific focus on boys.
- Improve leadership and management by:
 - ensuring that ambitious targets are set for lower attaining pupils to help them make the best possible progress
 - developing the role of the middle leaders of the foundation subjects so that they make a greater impact on improving teaching, learning and the quality of assessment
 - ensuring that the targets in the school development plan are measurable so that leaders can more precisely monitor the impact of the school's work
 - ensuring that the website is compliant and regular checks are made to ensure that it remains up to date.

Inspection judgements

Effectiveness of leadership and management is good

- The new senior leadership team, which was established in September 2015, faces the significant challenge of dealing with a legacy of underachievement. Leaders show a clear determination to improve outcomes for pupils. In a short period of time, they have made significant improvements, which are most notable in early years and key stage 1, where outcomes for pupils are now good. Although there is some evidence of improvement at key stage 2, outcomes are not yet consistently good across all classes.
- Staff turnover has been high and a large number of new teaching staff joined the school in September 2015. A significant proportion of these were recently qualified and newly qualified teachers. Staff told inspectors that they feel well supported by senior leaders and morale is high.
- Senior leaders keep a close eye on the quality of teaching. A strength of the school is the professional development it provides for staff, tailored to meet the individual needs of teachers, including those who are newly qualified. The positive impact of this work is very evident at key stage 1 and is beginning to have impact in some classes at key stage 2.
- School priorities are clearly set out in the school development plan. However, at times, these targets are not measurable. As a result, it is difficult for senior leaders and governors to monitor precisely the impact of the school's work.
- Teachers' targets are linked to school priorities and are regularly reviewed and monitored. However, targets set for lower attaining pupils are not high enough. As a result, at times, this group of pupils do not always reach their full potential.
- The pupil premium funding has been spent wisely to support pupils academically and socially and to break down barriers to learning. The use of the funding is regularly evaluated to ensure its effectiveness. Although improving, senior leaders recognise that more work needs to be done to ensure that disadvantaged pupils, particularly boys, perform as well as their classmates and others nationally.
- Leaders of English and mathematics are very knowledgeable about their subjects and priorities for development. They closely monitor the quality of teaching in English and mathematics and track pupils' progress as they move through the school. However, the roles of leaders of the foundation subjects are not as well developed.
- Senior leaders ensure that the sports premium is used to good effect. Funds are used to employ a fully qualified sports teacher who delivers high-quality physical education across the school. A wide and varied range of recreational sports is provided and the take-up rate is high. Clubs offered include fencing, dodge ball, Zumba, netball, basketball and gymnastics.
- The new curriculum is taught through a range of topics and discrete lessons. The school's values of forgiveness, friendship, peace, hope and trust are fully embedded in all aspects of the curriculum and successfully promote British values. Pupils' experiences are further enriched through a wide range of exciting visitors and trips. For example, authors come into school to work with pupils, and theatre companies perform productions, such as 'The Lion, the Witch and the Wardrobe'. Pupils also enjoy visiting local museums in Liverpool, Sefton Park and Formby pinewoods.
- Overall, parents are happy with most aspects of the school's work. They commented that they now find teachers more approachable and that communication between parents and the school has greatly improved. They told inspectors that behaviour is good and that they are kept well informed about how well their children are doing in school.
- Overall, the local authority has provided the school with good levels of training, guidance and support.
- The website is bright, informative and easy to navigate. However, it does not contain all the required information. There is insufficient detail relating to the curriculum and the special educational needs report does not contain all the required information. For example, it is not dated and does not evaluate the effectiveness of the provision for pupils who have special educational needs or disability. Also, it does not give details of the arrangements for handling complaints from parents about the provision made at the school for special educational needs.
- **The governance of the school**
 - Governors are frequent visitors to the school and they are fully aware of the school's strengths and priorities for improvement. They have a good understanding of the progress that different groups of pupils make and the quality of teaching throughout the school. They are very supportive of the new senior leadership team and offer support and challenge in equal measure. Finances are well managed.

- The arrangements for safeguarding are effective. Staff have a good awareness of the signs and symptoms of abuse and of the procedures to follow should they be concerned about a pupil's welfare. Posters are clearly displayed around the school showing the names and photographs of leaders who have responsibility for safeguarding. All staff have completed training in the 'Prevent' duty. The school site is secure and the identity of visitors is closely checked.

Quality of teaching, learning and assessment requires improvement

- The quality of teaching over time for current pupils has been too variable across the school and in all subjects, particularly at key stage 2.
- Teaching is stronger at key stage 1 than key stage 2, where pupils are not always challenged across all subjects, particularly the most able and those who find learning difficult. Leaders have taken positive steps to address this matter at key stage 1 and the impact can be seen in pupils' books, in lessons and in the school's own performance data. However, at key stage 2, although some signs of improvement are evident, it currently remains an issue in some classes and across subjects. School leaders working hard to address this matter. However, the impact is not fully evident yet.
- Pupils are keen to learn, and this is due, in part, to the quality of the learning environment, which is bright and informative. Resources are of good quality and displays reflect the balanced curriculum that is being delivered across the school.
- Warm and respectful relationships are shared among staff and all pupils. Overall, pupils work well collaboratively. For example, in a Year 1 mathematics lesson, high levels of concentration were evident as pupils worked together solving mathematical problems.
- Some staff make good use of targeted questioning to assess pupils' understanding, deepen their learning and allow them to express their thoughts and ideas. This was exemplified in a geography lesson where effective questioning was used to test pupils' understanding of features in the local area. Pupils were then encouraged to share their opinions about what they liked and disliked about living in Bootle.
- Overall, teaching assistants are well deployed, particularly at key stage 1. They are a valuable asset to the school, working closely with teachers to develop and monitor pupils' learning.
- Reading is well promoted and taught throughout the school. Older pupils in key stage 2 are fluent and accurate readers. They are able to express their ideas and opinions confidently about the different types of books that they like. More-able pupils at key stage 1 read fluently and with expression. They have a good awareness of punctuation and make good use of their phonics (the sounds that letters represent) knowledge to sound out unfamiliar words. Most pupils read regularly at home and with adults in school. Where this is not the case, staff spend time reading with pupils on a daily basis. The library is inspiring and accessed by most pupils.
- The quality of marking overall is good and staff follow the school's policy. Achievements are celebrated and next steps in pupils' learning are identified. Pupils are given 'fix-it' time to correct their mistakes.
- Homework is appropriate to the age and development of the child. Most pupils enjoy homework and the challenges it brings.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school's commitment to raising pupils' aspirations is reflected in its motto, 'Together we can aspire and together we can achieve'. Professional people and students from local high schools and universities come into school as positive role models to inspire pupils to achieve the best they can.
- The school employs a pastoral manager who works closely with parents and outside agencies to promote good attendance and support families' emotional well-being. Due to the concerted efforts made by the school, attendance is now broadly in line with the national average.
- A nurture group provides good levels of care and support to pupils with social and emotional issues.

- Pupils take an active part in decision making within the school as elected members of the school council. They help raise money for charity and are included on the interview panel when new members of staff are being recruited. This makes them aware of democratic processes.
- Pupils enjoy their role as peer mentors looking after their younger friends whilst in the school playground. Taking charge of the school library and distributing books are also areas of responsibility that pupils appreciate.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and well mannered and give a warm welcome to visitors to the school.
- Children move around the school in a sensible manner. Overall, standards of behaviour in lessons are good. However, at times, pupils can lose focus when activities do not interest or challenge them.
- Pupils are aware of the different forms of bullying. They are adamant that bullying is rare, but if it does happen, they trust adults to sort it out. Behaviour logs confirm that this is the case.
- Pupils have a good knowledge of personal safety. For example, they know how to keep themselves safe when on the internet and are aware of the dangers of becoming involved with gangs.

Outcomes for pupils

require improvement

- Outcomes for pupils require improvement because insufficient numbers of pupils have made enough progress over time. Consequently, not all pupils have reached the levels of which they are capable by the time they leave the school.
- Published data in 2015 shows that the percentage of pupils making the progress that is expected of them by the time they reach Year 6 is well below the national average in reading, writing and mathematics. The proportion making better than expected progress is also below the national average, most notably in mathematics.
- From observing teaching and learning and looking at examples of pupils' work, inspectors agree that some pockets of good progress and achievement exist in writing and mathematics and a range of other subjects at key stage 2. However, this is not yet consistent across all classes within this key stage.
- Good progress has been made in reading. However, current progress in writing and mathematics is too variable because, at times, work has not been planned to meet the needs of individual pupils across a range of abilities, including pupils who are low attaining and the most able. As a result, progress for these pupils has slowed over time.
- The early years is now providing a firm start to children's learning. From starting points that are significantly below those typical for their age, children make good progress. The number of children achieving a good level of development has risen significantly since the last inspection and is now broadly in line with national averages. As result, a greater number of children than previously are ready for their transition into Year 1.
- Effective additional training for teachers and teaching assistants has impacted positively on the teaching of phonics. A more structured approach has been introduced, which teachers have embraced. Pupils are now taught in ability groups that ensure that all groups, including the most able, are provided with appropriate activities that drive their learning forward at a pace. The number of pupils meeting the expected standard has risen and is now in line with the national average.
- The most recent test scores show that standards have risen at the end of key stage 1 and children are now achieving well and making good progress.
- The proportion of disadvantaged pupils attending the school is high. Published data shows that in 2015, those in receipt of pupil premium funding did not perform as well as their peers, especially the boys. The gap with others nationally widened significantly at the end of key stage 2. Although the picture is improving, the gap in some classes is not closing quickly enough.
- Pupils who have special educational needs or disability make the progress that is expected of them. Sharper and timelier interventions are being put in place to improve further the outcomes for this group of pupils.

Early years provision

is good

- The leadership and management of early years are good.
- Leaders have an accurate overview of the strengths and areas that need to be developed within the provision. Effective action is being taken to address areas of concern highlighted by published data, such as children's progress and attainment in reading, writing and number.
- Children share warm relationships with staff and new children settle quickly. This is due to effective transition arrangements that are tailored to the needs of each child.
- Children are safe, well supervised and cared for in a secure and stimulating environment. There are no breaches of the statutory welfare requirements. Children are confident and behave well. Squabbles are rare because children are busy.
- Children are encouraged to be independent learners from the start. For example, in Nursery at snack time, children wash their hands, get their name card, put it in the snack box, and then access their own milk and yoghurt.
- Activities provided are fun and cover all areas of learning. For example, children identify numbers in books, take part in measuring activities and write out their personal details on a passport. Others work very well together as they build models and use a variety of tools to manipulate Play-Doh.
- Staff model the correct use of language well and conversation flows freely as children play. Children's language skills are developing well. For example, without hesitation, a child told the inspector, 'I am three and will be four next year'.
- All children make good progress in their learning, including disadvantaged pupils and the most able.
- Parents take an active part in their children's learning and they contribute to children's learning journeys. Workshops on the teaching of phonics and reading are provided to help support parents in developing their children's learning at home.

School details

Unique reference number	104893
Local authority	Sefton
Inspection number	10012088

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	368
Appropriate authority	The governing body
Chair	Rev T Rich
Headteacher	Mrs J Evans
Telephone number	0151 922 2136
Website	www.christchurchce.co.uk
Email address	admin@christchurch@schools.sefton.gov.uk
Date of previous inspection	27–28 March 2014

Information about this school

- This school is larger than the average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils is above the national average. The term 'disadvantaged pupils' is used to describe those pupils who are known to be eligible for free school meals and children who are looked after by the local authority. These pupils receive additional support from pupil premium funding.
- The proportion of pupils who have special educational needs or disability is broadly in line with the national average.
- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' progress and attainment. A warning letter was issued in May 2016 to the school by the regional schools commissioner for Lancashire and West Yorkshire stating that standards of performance at the school are low.
- Children attend the Nursery class on a part-time basis and the Reception class on a full-time basis.
- There have been significant staff changes since the last inspection, including the appointment of two new assistant headteachers.
- The school does not meet requirements on the publication of specified information on its website with regard to the curriculum and the special educational needs report.
- The school has achieved the Gold Sports Mark award.

Information about this inspection

- Inspectors observed teaching and learning in all classes. Senior leaders took part in joint observations with inspectors.
- Observations were made of pupils' behaviour at the beginning of the day, at lunchtimes and breaktimes, and when they were moving around the school.
- Meetings were held with pupils, staff, governors, senior leaders and a representative from the local authority.
- Inspectors listened to pupils read, and looked at work in their books and on display.
- They observed the school's work and looked at a number of documents, including the school's evaluation of its own performance and its development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.
- Inspectors took account of 13 parental responses to the Ofsted online questionnaire (Parent View) and spoke to parents informally at the beginning of the day. An evaluation of the school's own questionnaire to parents was also considered.

Inspection team

Sheila Iwaskow, lead inspector
Gillian Burrow
John Daley

Her Majesty's Inspector
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Manchester
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