

Christ Church Upper Armley Church of England Voluntary Controlled Primary School

Theaker Lane, Leeds, West Yorkshire LS12 3NU

Inspection dates

12–13 October 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Standards have declined since the previous inspection. Too few pupils reach the expected standards for their age range across the whole school.
- Until recently, teaching has not sufficiently met the needs of pupils of different abilities. This slowed the progress that pupils made.
- Over the past two years, leaders have not kept up to date with changes to the assessment system. As a result, they are not tracking how well pupils are progressing.
- Leaders have started to address the legacy issue; however, it is too soon to see the impact on pupils' outcomes.
- Governors did not hold previous leaders to account. They did not check that routine assessments had taken place and failed to ensure that teachers received regular performance management. This has recently changed.
- A significant number of parents are concerned that pupils are not making the progress of which they are capable and say that they receive limited information from the school.
- Over time, the provision for disadvantaged pupils and those who have special educational needs and/or disabilities has been ineffective. These pupils have made similar inadequate rates of progress as other pupils at the school.

The school has the following strengths

- The joint review group has been instrumental in beginning to address major failings in school improvement planning, assessment procedures and holding leaders accountable.
- The new interim headteacher leads with vision and passion. Rapidly improving systems and procedures are resulting in better teaching, learning and assessment.
- Recent improvements to the quality of teaching, learning and assessment have already resulted in improving standards in writing, presentation and phonics.
- Pupils behave well around the school and show consideration and respect to each other and to adults. Attendance has improved considerably over the last academic year.

Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

What does the school need to do to improve further?

- Improve the effectiveness of leadership at all levels by:
 - implementing the recommendations from the review of governance
 - ensuring that governors continue to work with the joint review group, to help its members to improve their skills
 - ensuring that governors and the joint review group maintain the positive start they have made in holding leaders tightly to account for pupils' progress and standards and the smooth and effective running of the school
 - continuing to monitor closely the work of all teachers across the school and giving informative feedback to help teachers improve further
 - implementing the plans to develop a broad and balanced curriculum
 - further developing new middle leaders to enable them to raise standards rapidly
 - improving planning, monitoring and the use of additional funding to support disadvantaged pupils
 - working closely with parents, so they feel listened to and valued and have a clearer understanding of the progress their children are making
 - further strengthening safeguarding procedures in order to ensure good practice.
- Improve the quality of teaching, learning and assessment so that all pupils make rapid progress by ensuring that:
 - a higher proportion of pupils reach the expected standard in all subjects across the school, and an increasing number reach greater depth
 - teachers plan and prepare learning activities that meet the needs of all pupils
 - teaching assistants receive appropriate training in order to provide consistently effective support for pupils
 - lessons engage and challenge pupils' thinking in order to keep pupils engaged and involved in their learning
 - assessments are recorded regularly and progress monitored across the year
 - teachers' assessment accurately and consistently matches the standards seen in pupils' work
 - teachers check understanding throughout the lesson and make changes where needed.

■ Improve provision in early years by:

- improving the accuracy of assessment so that activities can be planned to meet the needs of all pupils
- improving parental engagement, so that parents are more involved in their children's learning
- ensuring that learning journeys are of consistently high quality and reflect the progress that children are making.

An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Over time, leadership has been ineffective. Governors failed to recognise significant failings in leadership and management quickly enough. They did not hold leaders to account and were not tenacious enough in their checks. As a result, teaching staff did not receive performance management and the progress that pupils made was not measured and monitored. This has now been addressed, and new systems are in place to ensure that this does not happen again.
- Recent strengthening of leadership at all levels has greatly improved effectiveness. The new joint review group has quickly introduced more rigour and accountability through regular meetings and clear expectations. The appointment of the new headteacher has been instrumental in implementing change rapidly. Staff and parents recognise the positive impact of new leadership at the school.
- Previous leaders failed to carry out checks on pupils' work and the progress that pupils made in key stage 1 and in early years. As a result, standards were very low at the end of key stage 1 in 2017. Similarly, evidence of progress was limited in early years, resulting in particularly low outcomes for children at the end of Reception. The current leadership team has already strengthened assessment procedures, and these, along with regular monitoring, are beginning to raise standards.
- The appointment of the joint review group and the experienced interim headteacher has greatly strengthened leadership capacity. The joint review group quickly ensured that a school development plan was in place to help the school move forward. Members hold leaders to account through regular meetings, significantly increasing expectations and the pace of improvements. They provide excellent role models to support the development of less experienced governors, which is helping governors understand what they need to do. Consequently, governance is improving.
- The new interim headteacher is tackling weaknesses with vigour, decisiveness and speed. She has quickly gained the confidence of all staff and begun the process of improving pupils' achievement. She has already identified the key strengths and weaknesses, and along with the deputy headteacher, is making significant changes. She is aware that many systems and procedures have been lacking, and she has made a very positive start in addressing this. As a result, the behaviour and attendance of pupils have improved.
- Action plans to support school improvement have been reviewed and improved by the headteacher and the joint review group. Middle leaders, all new to the school, are developing as leaders. They regularly monitor the quality of work in books and check that teachers adhere to new policies. Along with observations carried out by senior leaders, levels of accountability have risen. Performance management is fully in place. As a result, there have been improvements in the quality of teaching, learning and assessment.
- The middle leader for English showed inspectors evidence of improvements in phonics. She has raised expectations for teachers and pupils. Her plans recognise the need for rapid improvements which are already beginning to bear fruit. Consequently, pupils are

making rapid progress with their phonics learning.

- The curriculum is in transition and the new plan ensures that coverage is planned out across the year groups. Topic books from the last academic year show limited evidence of a broad and balanced curriculum. Topic plans now include half-termly visits, through which leaders aim to create more excitement across the curriculum. The school offers a wide range of extra-curricular clubs, including those for sewing, guitar, art and choir. Work on British values is in the early stages of implementation.
- Leaders have not used the pupil premium funding effectively in the past to raise standards for disadvantaged pupils. Their progress has been inadequate. The joint review group has ensured that the impact of the current plan for spending the additional funding is regularly reviewed.
- The impact of additional funding for pupils who have SEN and/or disabilities is now improving because the special educational needs coordinator has ensured that pupils have personalised targets. Procedures for the identification of special educational needs are more rigorous and evidence based. Staff receive training to help them improve their knowledge of special educational needs. The governor with responsibility for SEN and/or disabilities is now fully involved and reports to the governing body. As a result, the impact of additional funding is regularly monitored.
- The school has achieved a gold mark for sports because the leader of physical education uses the funding effectively. Strong links with local sports groups provide pupils with a wide variety of different activities. Regular coaching is helping to improve skills and pupils regularly take part in competitive events.
- Some parents expressed concerns at the large number of staffing changes. A significant minority of parents would not recommend the school because they recognise that standards are not high enough. Some parents feel that communication needs to improve because they do not know what is happening in school. However, many parents are pleased with the recent improvements implemented from September.
- Responding to concerns raised by staff and governors, the local authority, along with the diocese, conducted a full review of the school in spring 2017. Although improvements were too slow to begin following the review, they began to gather pace once the joint review group was formed.

Governance of the school

- Governors were previously unaware of the extent of underachievement at the school. This is because senior leaders did not provide them with regular detailed information relating to the progress of pupils at the school. A lack of accountability and insufficient challenge resulted in inadequate outcomes for pupils.
- Governors have lacked sufficiently robust procedures to check the accuracy of information presented at meetings. As a result, governors were unaware that teachers did not have statutory performance management meetings.
- Governors recognised that significant improvements were required, and are now working with the joint review group. This is helping them improve their skills and

abilities. Consequently, governance is improving and some governors demonstrate strong leadership skills to help support the work of others. The recent governor review has identified key areas for improvement.

Safeguarding

- The arrangements for safeguarding are effective. Leaders have commissioned a safeguarding review and have implemented the recommendations. However, regular checks on the single central record do not happen frequently enough. Leaders are aware that systems need strengthening further.
- The three designated safeguarding leads respond to information quickly and effectively. The systems for recording safeguarding information have improved and provide a cohesive picture over time. Leaders act on concerns and involve appropriate agencies. As a result, pupils are safe.

Quality of teaching, learning and assessment

Requires improvement

- Over time, teaching has not enabled pupils to achieve as well as they should. The impact of teaching led to a decline in standards in 2017 and inadequate outcomes, especially in key stage 1 and early years. However, from September, there has been a significant focus on improving the quality of teaching, learning and assessment, which are now beginning to improve.
- With little previous information in place, teachers are unsure what pupils can do, and as a result, their planning does not always meet the needs of all pupils. On occasions, teaching lacks sufficient pace and challenge to sustain pupils' interest. Pupils become fidgety and unresponsive, which slows down learning. When work provides appropriate challenge, pupils respond well, and the pace of learning is rapid.
- The quality of teaching is improving but varies across classes. For example, in English, work is often not challenging enough, with low expectations of punctuation, spelling and handwriting in some classes. In mathematics, new ways of teaching are having a positive impact on improving pupils' understanding. For example, in a Year 6 mathematics lesson, pupils were given the opportunity to reason, and explain mathematical concepts.
- The new assessment system is evident throughout pupils' work. Weekly book monitoring by leaders provides useful feedback to teachers to help them address inconsistencies. When leaders identify weaknesses, they check to ensure that their feedback has been acted upon. As a result, leaders have a realistic picture of where more support is required for teachers, and the quality of assessment is improving.
- The support provided by teaching assistants is variable across the school. Sometimes teaching assistants give too much help to less able pupils, which does not help the pupils become independent learners. In other classes, teaching assistants do not have a clear role, and are unsure what is required of them. Where teaching assistants are most effective, they have clear instructions and are confident in the work they are delivering. This has a positive impact on the learning of the pupils they are supporting.

- New, higher expectations of presentation are evident in the majority of classes. In comparison with the presentation seen from the previous year, standards have improved considerably. Most pupils take pride in their work. Systems in place to improve the quality of writing are working. Writing on display around school provides evidence of progress over time.
- Pupils enjoy reading. Younger pupils read frequently both to teachers and to teaching assistants. Books match their reading ability, with just enough challenge for the most able pupils. Pupils use correct strategies when tackling unknown words, indicating that the recent improvement to the teaching of phonics is having an impact. There is little evidence that parents are expected to read at home with pupils. Reading activities at the local library, such as the 'soft-toy sleepover' and reading to dogs, encourage positive attitudes and a love of reading.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils get off to a healthy start at the free breakfast club. They choose from a range of healthy breakfasts, and enjoy the calm and friendly atmosphere, either chatting to friends or playing games. A high proportion of pupils attend daily, but leaders do not check attendance records to analyse the proportion of disadvantaged pupils who are attending or the impact that breakfast club has on pupils' progress.
- Pupils learn about a variety of other faiths. They demonstrate good cultural awareness when talking about different religions and countries. Relationships across the school are harmonious. One pupil said, 'We are all one big family really, despite us all being different.' Pupils enjoy visiting the local church and taking part in a range of celebrations.
- Pupils say that they feel safe in school and the vast majority of parents agree. Pupils learn about a wide range of ways to keep safe, including: road safety, safer cycling, 'stranger danger' and how to keep safe when using the internet. However, leaders recognise the need to improve the risk assessments for some activities.

Behaviour

- The behaviour of pupils requires improvement.
- Most pupils settle quickly in lessons, listen to teachers and follow instructions well. A minority of pupils do not always display positive attitudes to learning. Teachers do not always recognise quickly enough that pupils are not on task. This hinders their progress and that of their peers.
- Around the school, pupils are polite, respectful and well mannered. The new behaviour policy has had a positive impact. Teaching assistants say that they have noticed a marked improvement in behaviour from September. Lunchtimes and breaks are now

more pleasurable and adults can interact with pupils rather than policing the playground. Changes to the way in which pupils share the limited playground space have also contributed to more successful playtimes.

- Attendance has significantly improved since last year and is above the national average for 2016. Good attendance is celebrated through weekly assemblies and rewards. Absence is carefully monitored, but leaders have not analysed the information to see where their work has had most impact.

Outcomes for pupils

Inadequate

- Last year, standards in reading, writing and science were too low across the school. The vast majority of pupils did not make the progress of which they are capable. Outcomes at the end of early years, key stage 1 and key stage 2 were inadequate in 2017.
- Pupils' progress across the school has been too slow because leaders did not check that pupils were working at the expected standard for their age. Low teacher expectations and lack of monitoring and moderation resulted in inadequate outcomes across most of the school. Leaders are taking action to monitor pupils' work in books. It is too soon to see the impact of this work.
- Standards in early years fell for the third year, with only about a third of children achieving a good level of development in 2017. Failures to check on the quality of learning journals and monitor the quality of teaching and learning resulted in inadequate outcomes. Work is under way to improve the provision in early years. As a result, children have more opportunities to develop their knowledge, skills and understanding.
- The number of pupils reaching the expected standard in the phonics screening check at the end of Year 1 remains well below that seen in other schools. Just over half of the pupils entered Year 2 with skills and abilities at the expected standard. Immediate action taken to address phonic attainment is beginning to improve standards.
- No pupils reached the expected standard in writing, mathematics or science at the end of Year 2. Insufficient evidence led to moderators being unable to verify test outcomes. As a result, pupils started Year 3 with skills and abilities below those of pupils in other schools.
- In key stage 2, reading, writing, mathematics and science attainment has been too low for the last two years. Provisional information shows that only one third of pupils achieved the expected standard in reading, writing and mathematics in 2017, a significant drop from 2016. Pupils are leaving key stage 2 ill prepared for their next phase of education.
- Pupils who have SEN and/or disabilities have failed to make strong progress because pupils have not always received the support they require in class. New special educational needs passports and a stronger emphasis on special educational needs provision are high priorities on the new school development plan. As a result, there are significant improvements to the way in which pupils' progress is being tracked.
- Disadvantaged pupils have made similar inadequate rates of progress as other pupils at

the school. Previous leaders failed to ensure that additional funding provided the support required to improve outcomes for disadvantaged pupils. Teachers now have systems in place to identify disadvantaged pupils and are beginning to plan work which meets their needs. It is too soon to see the impact on the outcomes for current pupils.

Early years provision

Requires improvement

- It is too early to judge whether the very new leader for early years has made the required improvements to ensure that a higher number of children make strong progress as she has only been in post for two weeks. However, the governor for early years demonstrates excellent early years knowledge and provides strong support. Already, provision has improved and new assessment procedures have been introduced. Children's development, for example in listening and attention, collaboration and sharing, is beginning to improve.
- The early years leader has carried out all baseline assessments, which show that a majority of children enter the school with skills and abilities below those typical for their age. Senior leaders plan to check that baseline assessment information is accurate and that assessments always provide a match with children's abilities. Parents have not been given the opportunity to contribute to these assessments.
- Learning journeys from September show some inconsistencies in quality, and few links to learning outcomes or next steps. The early years leader recognises the need to improve the way staff record information. Training is planned before the new online system is introduced.
- The early years team is very new. The early years leader quickly identified that the quality of provision required significant improvements. She has rightly focused on improving the quality of provision on offer. The new provision supports independent learning well. Children enjoy a range of real-life experiences such as the 'doctors' role-play area. The outdoor provision makes best use of the limited space.
- Most adults use effective questioning to support learning. A strong focus on topic words helps to broaden vocabulary. Adults model well, using words such as 'patient', 'prescription' and 'surgery'. Children are keen to learn. They show interest in all the activities and play is purposeful.
- Children are well supported in their early reading, writing and mathematical development. They demonstrate high levels of engagement and strong listening skills. Teachers demonstrate high expectations and as a result, children enjoy activities that are well matched to their range of needs.
- There are strong relationships between staff and children. For half the children, this is their first experience of education. They have settled well. Supervision is vigilant and children are happy and engaged and forming early friendships.
- Safeguarding and child protection procedures are thorough and understood by staff. There are no breaches in welfare arrangements. All staff ensure that children's needs are met, ensuring that they are kept safe from harm.

School details

Unique reference number	108004
Local authority	Leeds
Inspection number	10036495

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	The governing body
Chair	Mr Philip Hirst
Headteacher	Mrs Debra Simpson
Telephone number	0113 263 8606
Website	www.christchurchschoolleeds.co.uk
Email address	office@ccuaprimary.org.uk
Date of previous inspection	16 July 2013

Information about this school

- The school does not meet requirements on the publication of information about 2017 published results, the curriculum, pupil premium information, physical education and sport funding for 2017/18, equality objectives and governor information.
- The school is smaller than the average-sized primary school.
- The school met the government's floor standards in 2016, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The proportion of disadvantaged pupils is well above that of most schools nationally.
- The proportion of pupils who speak English as an additional language is higher than that seen nationally.

Information about this inspection

- Inspectors observed teaching and learning across the school. They spoke to pupils about their work and compared current work in books to that of a year ago.
- Meetings were held with pupils, senior and middle leaders, support staff, two governors (including the chair of governors), the chair of the joint review group, a representative from the diocese and the director of children's services for Leeds.
- Inspectors considered the 26 responses to Parent View (Ofsted's online questionnaire), including the 19 free-text responses, and spoke to parents informally before the school day.
- Inspectors also considered the 19 responses to the staff online survey, along with the three pupil responses to the pupil questionnaire.
- Inspectors examined documents relating to governance, self-evaluation, school improvement planning, attendance, behaviour, the curriculum and safeguarding.

Inspection team

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