

Inspection of Christ Church Church of England Academy

Wrose Brow Road, Shipley, West Yorkshire BD18 2NT

Inspection dates: 5 and 6 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Leaders have developed a caring and nurturing ethos within the school. The foundations of this ethos are the core values of compassion, community and achievement. Pupils learn through a well-planned curriculum which builds, year on year.

Adults provide an extensive network of support to ensure pupils are well cared for. Pupils feel happy and safe in school. They know who to go and see if they are worried. One pupil fondly referred to these adults as the 'safe guardians'. The pastoral support pupils receive is very strong.

Pupils have a good understanding of what bullying is. Bullying does happen occasionally and adults are quick to sort out problems. Pupils told inspectors that everyone in school is treated fairly.

Pupils are well behaved and enjoy learning. A few pupils struggle to concentrate on occasion, but adults help them to refocus. Leaders monitor and work hard to support, and keep a very close eye on, those pupils who do not attend regularly. Some of these pupils are absent too often. Consequently, they miss out on valuable learning opportunities.

What does the school do well and what does it need to do better?

Leaders make a prompt start in learning to read. The teaching of phonics is effective. Reading books are accurately matched to pupils' reading ability. Pupils are given frequent opportunities to practise reading skills throughout each day. As a result, they develop as fluent and confident readers. Any pupil who needs more help is provided with extra support. Leaders have selected high-quality books for pupils to read. Pupils discussed their favourite authors which include Raymond Briggs and J. K. Rowling.

The curriculum is logically sequenced from Nursery through to Year 6. Teachers plan lessons which build on what pupils already know. In addition, pupils revisit and practise what they have been taught which helps them remember more over time. All pupils make progress across a range of subjects. Pupils in Year 6 had impressive recall when discussing aspects of history. For example, they discussed how the Roman invasion of Britain had a significant impact on the development of our country. Pupils talked about their studies of the artist Georgia O'Keeffe and how, subsequently, they applied similar techniques in their own art work. Pupils were very proud of their sketchbooks which they shared with an inspector.

The ways in which teachers check how much pupils remember in some foundation subjects are well developed. However, in other subjects, assessment needs further development to be useful in checking what pupils have learned.

Leaders swiftly identify the needs of pupils with special educational needs and/or disabilities (SEND). Adults provide support and additional resources to remove barriers to learning. As a result, these pupils do well.

In the early years, teachers have carefully planned what children need to know. Children are provided with activities to help their development, both in and outdoors. They share equipment and learn with their friends. Children have access to high-quality reading and picture books and look forward to listening to adults reading stories aloud. Staff are calm and very friendly with the children. They question children to deepen their understanding. Staff focus on language to develop children's speaking and listening. Adults spend time with parents and carers to share resources and show them how they can help with children's learning.

Pupils are well behaved, both in lessons and at other times of the school day. The vast majority of pupils concentrate well in class. Pupils' work, particularly in upper key stage 2, showed how productive pupils are in lessons. Leaders work closely with families to support pupils who do not attend regularly. There is, however, a number of pupils who have consistently poor attendance. These pupils miss out on valuable learning experiences and some fall behind their peers.

The school offers pupils a range of after-school activities, including a choir, 'cook and eat' and a film club. Pupils are very respectful and tolerant of others. They value and understand everyone's differences. The school council is very active and helps staff to improve the school. Pupils support a range of charities and local community events. These enable pupils to experience the positive impact they can have on others.

Leaders manage the school well. They know what to focus on to make it even better. Staff are enthusiastic, motivated, and appreciate how leaders are both approachable and genuinely supportive of the whole team's well-being. Staff feel valued. Teachers at the beginning of their careers are very well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed a culture where pupils' safety is the utmost priority. 'It could happen here' is the mantra quoted by staff. Leaders have developed efficient and effective systems to make sure pupils and their families get support quickly. Leaders are tenacious in their actions to make this happen.

Pupils learn how to keep themselves safe. The curriculum has been developed to reflect pupils' needs. For example, there is an emphasis on the importance of dental hygiene.

Leaders carry out the required checks before staff start working at the school. The school has detailed records which are regularly checked by members of the trust.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, assessment processes are still in development. Because of this, some subject leaders do not have a clear picture of what pupils do well and what they need to improve. Leaders need to make sure teachers check what pupils have remembered in order to identify gaps in learning and address these in subsequent teaching.
- A number of pupils are frequently absent. As a result, some do not achieve as well as they should. Leaders should maintain their drive to improve attendance so that these pupils experience more of, and benefit from, the curriculum in order to achieve their potential.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139201
Local authority	Bradford
Inspection number	10210974
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	Board of trustees
Chair of trustees	Tessa Mason
Headteacher	Philippa Foster
Website	www.christchurchacademy.org.uk
Date of previous inspection	12 and 13 October 2016

Information about this school

- The school does not use any alternative provision.
- The school has been part of the Bradford Diocesan Academies Trust (BDAT) since August 2013.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher and the assistant headteachers. The lead inspector met with members of the local governing body, trustees, the chief executive officer and the primary director of the trust.
- Inspectors carried out deep dives in these subjects: reading, mathematics, art and design, and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, spoke to teachers, spoke to some pupils about their

learning and looked at samples of pupils' work. Inspectors visited a sample of lessons with the exception of art and design.

- An inspector met with the designated safeguarding lead to discuss the school's safeguarding policies and procedures. Documentation was scrutinised and evidenced as to how the school identifies and supports pupils at risk of harm. Inspectors spoke with a range of pupils and staff to evaluate the school's safeguarding culture.
- An inspector checked the school's single central record to make sure all staff had the appropriate checks to work with children.
- The views of staff and pupils were considered from conversations and through responses to Ofsted's online surveys.
- An inspector spoke to parents during the inspection. In addition, a number of written responses were taken into account.

Inspection team

Andy Taylor, lead inspector

Ofsted Inspector

Jo Robinson

Ofsted Inspector

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