

Inspection of a good school: Christ Church Pellon CofE VC Primary School

Sandbeds Road, Pellon, Halifax, West Yorkshire HX2 0QQ

Inspection dates:

6 and 7 December 2022

Outcome

Christ Church Pellon CofE VC Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy to come to this caring and inclusive school. Staff have created a lovely environment that not only supports pupils' learning but also promotes the values of the school. Leaders focus on specific values each term. Older pupils were able to speak about these with maturity.

Pupils behave well in lessons and play actively at social time. Bullying is a rare event. Pupils feel confident that if they have a problem, staff will support them. There is a wide range of clubs that pupils can enjoy. These include sports clubs, ranging from archery to rugby, in addition to environmental and creative opportunities.

Pupils are respectful of each other. 'Respect' is a word that pupils use and understand. Pupils take part in collective worship most days. They exhibit highly respectful behaviour at these times. A group of pupils help to organise worship. This is one of several roles that pupils contribute to by helping and leading. Pupils were preparing for Nativity performances during the inspection. Year 1 pupils sang with real enthusiasm.

Parents speak positively about the school and are particularly pleased with the support that pupils are given in learning to read.

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

Leaders have created a broad and interesting curriculum, which they keep under review. They always welcome linked enrichment opportunities. However, there is still further work to do in developing these. Occasionally, curriculum plans are not clear on what pupils are expected to know. Teachers do not always regularly check that pupils' knowledge is being retained. Leaders have identified these issues and have plans to address them.

Reading is a priority at the school. A new scheme for teaching phonics was introduced last year. Staff are very positive about the training that they have received. Pupils are taught phonics through a carefully sequenced programme which starts in the Reception class.

The school's library has been developed to supplement the reading materials in classrooms. Leaders think carefully about the books and texts that pupils will read at school. During the inspection, children in the early years thoroughly enjoyed the classic tale of 'The Gingerbread Man', joining in enthusiastically. However, some of leaders' plans for reading in key stage 2 do not sufficiently develop pupils' varied reading skills. Equally, some older pupils are not positive about reading.

Pupils with special educational needs and/or disabilities are very well provided for. Most are able to access the same work as their peers, with support. When necessary, for instance in mathematics, a bespoke programme is created. Pupils enjoy mathematics, often saying it is a favourite subject. Teachers explain things well and expect pupils to articulately explain their answers. Older pupils have good knowledge of their multiplication tables. However, there are not as many opportunities as there could be for pupils to apply their mathematical knowledge in problem-solving and reasoning activities.

The history curriculum is well planned from Reception to Year 6. In the early years, children enjoy work on their personal past as a preparation for studying history. During the inspection, in history, Year 1 pupils were starting a new unit of work on the 18th century cloth hall, The Piece Hall. Year 3 pupils were studying prehistoric Britain and Year 5 pupils were learning about the Anglo-Saxons. In each of these cases, pupils enjoyed doing quick quizzes that showed that they recalled recent lessons. However, when pupils were asked about topics that they had studied previously, their knowledge was much less secure.

The personal development of pupils is a priority for leaders. Leaders ensure that the curriculum is enriched by the many clubs on offer. Trips are used to enhance what pupils study so leaders think carefully about these. The Year 6 residential visit has been moved to the beginning of the academic year to support pupils' development. There is a strong personal, social, health and economic education programme, that pupils enjoy. The work on relationships is a particular strength. The emphasis on pupils' personal development also supports the positive behaviour of pupils. Reception Year children have already learned the routines and expectations that make Christ Church Pellon such a positive place in which to learn. A new behaviour policy was introduced in September, which has had a positive impact and is supported by staff.

Staff are proud to work at Christ Church Pellon, which they say is well led by the headteacher. Governors know the school well and have fully supported leaders in their actions for development.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Leaders ensure that the correct procedures are followed when appointing staff. Thorough records are kept of any concerns. Prompt referrals are made if they are required. Leaders are prepared to be relentless in pursuing concerns with external agencies if they believe that pupils need support. Staff receive regular training and understand their responsibilities in keeping pupils safe.

Staff ensure that pupils know how to keep themselves safe both offline and online. The pastoral team works hard for the welfare of all pupils. This work is underpinned by the Christian ethos of the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In mathematics, pupils do not have sufficient opportunities to develop a full understanding through applying their knowledge through reasoning and problem-solving. This means they do not develop a deep understanding of mathematical concepts. Leaders must ensure these opportunities are provided so that pupils understand mathematical concepts and operations more fully.
- Teachers do not ensure that pupils remember key knowledge in foundation subject topics. This means that pupils struggle to use their developing knowledge and understanding to make connections in their learning. Leaders should ensure that teachers provide regular opportunities for pupils to review and recall key knowledge. This will enable pupils to develop a deeper understanding of important subject concepts, such as cause in history.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2017.

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.

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	107535
Local authority	Calderdale
Inspection number	10240242
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	164
Appropriate authority	The governing body
Chair of governing body	Mike James
Headteacher	Joanne Bastian
Website	http://www.christchurch-pellon.calderdale.sch.uk
Dates of previous inspection	23 and 24 May 2017, under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed in September 2021.
- The school does not use any alternative provision.
- The school was judged to be good at its most recent inspection of denominational education and the content of the school's collective worship under section 48 of the Education Act 2005. The school's most recent section 48 inspection took place on 26 September 2017. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next section 48 inspection will be within eight years of the previous section 48 inspection.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited

lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- The inspector met with the headteacher, senior leaders, subject leaders and other members of staff. The inspector met with those responsible for governance, including the chair of the governing body and governors.
- The inspector observed pupils' behaviour in lessons, at breaktimes and at lunchtimes. The inspector gathered pupils' views from both formal and informal discussions.
- The inspector scrutinised a range of documentation, including the school's self-evaluation and improvement plan.
- The inspector checked the school's single central record, met with the school's designated safeguarding lead and reviewed a wide range of safeguarding information.
- The inspector met with parents and carers. He took account of the responses to Ofsted's parent survey, Ofsted Parent View. The inspector also took account of the responses to Ofsted's staff survey.

Inspection team

Andrew Cummings, lead inspector

Ofsted Inspector

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