

Inspection of a good school: Colne Christ Church Church of England Voluntary Aided Primary School

Bent Lane, Colne, Lancashire BB8 7AA

Inspection dates:

28 and 29 March 2023

Outcome

Colne Christ Church Church of England Voluntary Aided Primary School continues to be a good school.

What is it like to attend this school?

Leaders and staff ensure that pupils feel part of the friendly school community. Pupils told the inspector that they value the strong friendships that they have with their peers. This helps them to feel happy at school.

Pupils work hard to meet the high expectations that leaders and staff have of their academic achievement and personal development. Most pupils, including pupils with special educational needs and/or disabilities (SEND), achieve well in many subjects.

Staff have high expectations of pupils' behaviour. They apply the behaviour policy consistently well. Pupils behave well around the school and are attentive in lessons. They are polite and respectful to staff and each other. Pupils trust that staff will help them if they have any concerns. This helps them to feel safe. There are systems in place to identify bullying. If bullying does happen, leaders deal with it quickly and effectively.

Pupils benefit from a range of opportunities that develop their understanding of the positive role they can play in society. They take part in sponsored runs and other fundraising activities that benefit local and international charities.

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

Leaders have ensured that the curriculum is ambitious for all pupils, including pupils with SEND. Across the curriculum, from the Reception Year to Year 6, leaders have carefully identified the key knowledge that pupils should acquire and the order in which teachers should teach it. In a small number of subjects, leaders have recently revised the curriculums. These new curriculums are well thought out. However, as a result of the previous weaker curriculums, some pupils have gaps in their knowledge. This means that these pupils do not achieve as well as they should in these subjects.

Leaders ensure that teachers benefit from appropriate ongoing training. This helps teachers to develop their subject knowledge so that they are well equipped to teach across different subjects. In most subjects, teachers check on what pupils know and remember from previous lessons. They provide pupils with opportunities to revisit prior learning where needed. Teachers introduce new learning to pupils effectively. Leaders and staff prioritise the development of pupils' vocabulary across all subjects and all year groups. Over time, this helps pupils build a deep body of knowledge. The majority of pupils achieve well.

Nevertheless, in some subjects, some teachers do not check what pupils know and remember and they move them on to new concepts before they are ready. As a result, some pupils struggle to understand what they are learning and do not deepen their knowledge as well as they should.

Leaders place a high priority on children in the early years and pupils in key stage 1 developing a secure knowledge of phonics. They have ensured that staff have the training and support that they need to teach the phonics programme well. Leaders and teachers check what pupils know and quickly provide extra support for those who need it. This helps these pupils to keep up with their peers.

Pupils in key stage 1 read books that are well matched to the sounds that they are learning. This helps them to experience the enjoyment that comes from reading a book. Many pupils are confident readers by the end of key stage 1. Leaders have ensured that pupils in key stage 2 read widely and often, across a range of high-quality texts that includes novels and non-fiction.

Leaders have effective systems to identify the needs of pupils with SEND. Staff have benefited from training delivered by special educational needs specialists. Teachers adapt how they teach the curriculum and the learning activities for pupils with SEND. These pupils have access to the same curriculum as their peers and generally achieve well.

Children in the Reception Year cooperate with and are considerate towards one another. They follow instructions from staff and are keen to learn. Across the school, disruptive behaviour rarely affects lessons. This allows pupils to get on with their work without interruption.

Pupils experience a range of opportunities that prepare them well for life beyond the classroom. They are clear that they should treat everyone with respect regardless of differences, for example race or religion. Pupils benefit from opportunities to develop their talents and interests through attending groups such as coding, netball and football clubs.

Governors support and challenge leaders well. Governors and leaders are considerate of staff's workload and well-being when making decisions about policies and procedures. Staff are highly positive about working at the school and value the support that they receive from leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are vigilant and aware of potential safeguarding issues. They benefit from regular training that helps them to identify pupils at risk of harm. Leaders respond to safeguarding concerns in a timely manner and work effectively with external agencies when needed.

Pupils learn how to keep themselves safe online. They understand the importance of not sharing personal information. They know how to report online bullying. Leaders ensure that the curriculum provides opportunities for pupils to learn about road and fire safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have recently revised the curriculums. As a result of the previous weaker curriculums, some pupils have gaps in their subject knowledge. Leaders should ensure that these pupils learn the important knowledge that they have missed so that they can make sense of new learning.
- In one or two subjects, teachers do not check how well pupils have remembered and understood what they have learned. This means that in these subjects, some pupils are moved on to new concepts too soon. Leaders should ensure that teachers are well equipped to check that pupils' knowledge is secure before introducing new topics and concepts.

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 second ungraded inspection since we judged the school to be good in February 2013.

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	119433
Local authority	Lancashire
Inspection number	10268806
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	185
Appropriate authority	The governing body
Chair of governing body	David Foster
Headteacher	Andrew Embley-Peers
Website	www.colnechristchurch.co.uk
Date of previous inspection	17 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a Church of England primary school in the Diocese of Blackburn. The most recent section 48 inspection, for schools of a religious character, took place in November 2017.
- Leaders do not make use of alternative provision.

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 his evaluation of the school.
- The inspector completed deep dives in the following subjects: early reading, mathematics and geography. As part of the deep dives, the inspector met with subject leaders to discuss the curriculum, visited lessons, met with teachers and looked at children's and pupils' work. He also looked at the curriculum and pupils' work in some other subjects. He listened to pupils read to a familiar adult.
- The inspector spoke with the headteacher, other school leaders and members of staff.

- The inspector spoke with representatives of the governing body, including the vice-chair of governors. He also spoke with representatives of the local authority and the diocese.
- The inspector checked the arrangements for keeping pupils safe. He reviewed a range of documents and spoke to leaders and staff. He also spoke to pupils about whether they felt safe in school.
- The inspector observed pupils' behaviour in lessons. He spoke with groups of pupils about their experiences at school. He also considered the views of pupils shared through Ofsted's pupils' survey.
- The inspector spoke with staff about their workload and well-being. He also considered the views of staff shared through Ofsted's staff survey.
- The inspector considered the responses to Ofsted Parent View, including the free-text responses.

Inspection team

David Robinson, lead inspector

His Majesty's Inspector

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