

Inspection of Christ Church CofE Primary School Padgate

Station Road, Padgate, Warrington, Cheshire WA2 0QJ

Inspection dates: 20 and 21 September 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils flourish at Christ Church CofE Primary School. The school has high expectations of pupils' achievement. Typically, pupils achieve well. This is because they are well supported by skilled and caring staff who understand the individual and additional needs that pupils may have.

Children in the early years quickly settle into established routines. They learn the value of cooperation and of taking turns. Pupils are overwhelmingly polite and courteous towards each other and to adults. Pupils behave impeccably as they move around the school.

Pupils feel safe at school. They value the support of their friends and staff in helping them to sort out any minor squabbles that might occur. Pupils learn how to respect and value others who may be different to themselves.

All pupils, including those with special educational needs and/or disabilities (SEND), are keen to contribute to their school and their local community. Pupils carry out a range of leadership roles with pride. These roles include organising playground activities and keeping governors informed about their learning.

Pupils spoke with enthusiasm about the wide range of opportunities that they have at school. They were keen to show inspectors their many sporting awards and they explained how they learn to grow and sell their own produce.

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

The school provides pupils with a well-thought-out curriculum. This curriculum has been carefully designed to ensure that pupils begin to build up their knowledge as soon as they begin in the Nursery class. Teachers collaborate closely with each other to design learning that supports pupils to build up their knowledge steadily over time. As a result, teachers are clear about the knowledge that pupils have learned in previous years. Teachers are equally clear about the essential knowledge that pupils require for subsequent learning. For the most part, teachers deliver the curriculum consistently well.

The school expects teachers to check that pupils have understood and remembered previous learning before they move on to something new. Usually, this does happen. However, occasionally, some teachers do not check carefully enough that pupils' earlier learning is secure. Sometimes, pupils' misconceptions go unnoticed. This can sometimes make it more difficult for some pupils to make sense of new learning.

In many subjects, pupils can recall most of what they have learned. This helps them to expand and deepen their knowledge as they progress through the school. In the main, pupils are well prepared for the next stages of their education.

The school places a high focus on ensuring that pupils learn to read fluently. In the Nursery Year, skilled staff capture children's interest in reading by making effective use of a range of well-loved stories and rhymes. Children quickly begin to learn how to use phonics to read words in the Reception Year. Teachers identify and support any pupil who has gaps in their reading knowledge. Most pupils become fluent and accurate readers by the end of key stage 1. They enjoy practising their reading with the high-quality texts provided by the school.

Staff provide extra support for the small number of older pupils who continue to struggle to read. These pupils told inspectors that they find this, and other additional support that they receive, helpful in helping them to access the wider curriculum.

The school provides very effective support for teachers in identifying and meeting the particular needs of all pupils, including those with SEND. Pupils with SEND achieve well as a result.

The school expects pupils to try their best during lessons so that they can learn well. Staff and leaders have agreed strategies in place to ensure that pupils adhere to these expectations. However, there is some inconsistency in how well staff use these approaches. Although pupils do not disturb others from learning, at times some pupils do not concentrate on their learning as well as they should.

The school ensures that pupils' wider personal development is woven skilfully through the curriculum. For example, pupils experience extremely high-quality learning in 'Life Skills' or the 'Green Curriculum' sessions. This enables them to develop a wide range of useful skills and knowledge in preparation for later life. Pupils demonstrated exceptionally mature attitudes in their discussions with inspectors about topics such as relationships with others and how to keep themselves healthy.

There is a strong sense of teamwork at the school. The school ensures that staff and governors work in partnership with pupils and their parents and carers. Leaders at all levels consider the views of parents, pupils and staff when making decisions about the quality of education that pupils receive.

Staff appreciate leaders' consideration of their well-being and workload when new initiatives are introduced. For example, staff value being able to contribute to decisions that may affect their work-life balance.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- From time to time, teachers do not check that pupils' knowledge of prior learning is secure. At times, this results in some pupils developing misconceptions or gaps in their knowledge. The school should ensure that teachers have an accurate picture of what pupils have misunderstood or forgotten. This is so that teachers can provide the appropriate support for pupils to catch up with the knowledge that they require for subsequent learning.
- Occasionally, some teachers do not adhere to agreed strategies designed to promote pupils' concentration during lessons. As a result, there are times when some pupils do not learn as well as they could. The school should ensure that teachers support these pupils to concentrate on their learning and achieve their best.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	111363
Local authority	Warrington
Inspection number	10294272
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	335
Appropriate authority	The governing body
Chair of governing body	Peter Bowden
Headteacher	Ian Williams
Website	www.christchurchcofeprimary.com
Dates of previous inspection	24 to 25 November 2011

Information about this school

- The school is part of the Diocese of Liverpool. It was last inspected under section 48 of the Education Act 2005 in November 2016. The next section 48 inspection is due by the end of 2024.
- A new chair of governors has been appointed since the previous inspection.
- The school does not make use of alternative provision for pupils.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's educational provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors spoke with the headteacher and other leaders in the school. An inspector also spoke with members of the governing body, including the chair of governors.
- An inspector spoke with a representative of the diocese and a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- An inspector observed pupils reading to a familiar adult.
- Inspectors carried out deep dives in early reading, mathematics, history, geography and physical education. They spoke with the leaders of these areas of the curriculum. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils.
- Inspectors observed pupils' behaviour at breaktimes and lunchtimes. They observed pupils' behaviour as they moved around the school. An inspector scrutinised leaders' records of pupils' behaviour.
- An inspector visited the school's breakfast club.
- Inspectors spoke with groups of pupils about their experiences at school.
- Inspectors spoke with parents as they dropped their children off at school.
- Inspectors considered responses to Ofsted Parent View, including the free-text responses.
- Inspectors also considered responses to Ofsted's online surveys for staff and for pupils.

Inspection team

Claire Cropper, lead inspector	His Majesty's Inspector
Michelle Ridsdale	Ofsted Inspector
Kelly Butler	Ofsted Inspector

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