



# Christ Church CofE Primary School

Inspection Report

**Unique Reference Number** 105935  
**LEA** Salford  
**Inspection number** 277447  
**Inspection dates** 12 July 2006 to 13 July 2006  
**Reporting inspector** Mrs Sarah Drake CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Nelson Street
<b>School category</b>	Voluntary aided		Patricroft
<b>Age range of pupils</b>	3 to 11		Eccles, Manchester M30 0GZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 7894531
<b>Number on roll</b>	207	<b>Fax number</b>	0161 7894531
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr D Morley
<b>Date of previous inspection</b>	27 March 2000	<b>Headteacher</b>	Mr J.D. Cowperthwaite

Age group	Inspection dates	Inspection number
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Christ Church is a small school that dates back to 1872. The numbers on roll are increasing. The number of pupils eligible for a free school meal is double the average figure. A small minority of pupils speak English as an additional language and the proportion who have learning difficulties and/or disabilities is smaller than average. Christ Church has held Healthy Schools status since 1998. Staffing over recent years has been unsettled. The school is a member of Eccles Education Action Zone.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Christ Church accurately judges itself to be a satisfactory school, providing satisfactory value for money. Standards at the end of both key stages are broadly average, with pupils making satisfactory progress throughout the school. Pupils enjoy school life, form good relationships and behave well. They appreciate that their teachers work hard to make their learning interesting. The quality of teaching and learning is satisfactory. In lessons teachers generally give clear explanations and ensure that pupils understand what they are learning. However, they do not always make sufficiently good use of assessment information when planning their lessons or identify key areas for the pupils to concentrate on so that they can improve their work. The quality and standards in the Foundation Stage are satisfactory overall and the pupils make satisfactory progress. However, the absence of a leader means that the provision is not always sufficiently based on secure knowledge of how young children learn through play. The outdoor area is also underdeveloped. Parents are supportive of the school and particularly appreciate staff members' approachability. Extra activities successfully enrich the satisfactory curriculum but information and communication technology (ICT) is not used sufficiently well to assist learning in other subject areas. Satisfactory guidance and support combined with staff's caring attitudes ensure that pupils feel comfortable in school and can concentrate suitably on their learning. Satisfactory leadership and management have successfully guided the school through a period of financial constraint and unsettled staffing, resulting in suitable progress since the last inspection. Good partnership with the business community, other schools in the Education Action Zone and outside agencies enhances the school's provision through, for example, good support for ICT and for those moving to secondary school. With steady guidance from the leadership and a lively, increasingly stable, staff team that works well together, the school has the capacity to improve further.

### What the school should do to improve further

- Establish clear leadership and management for the Foundation Stage and improve the organisation of the curriculum, including use of the outdoor area.
- Use assessment information to match work more closely to pupils' individual needs and set them precise, regularly reviewed, targets for improvement.
- Make better use of ICT to aid learning in other subjects.

## Achievement and standards

### Grade: 3

Standards at the end of Key Stage 1 and 2 are broadly average. Achievement is satisfactory throughout the school. Pupils' skills on entry to the nursery have been declining over recent years and are below those expected for pupils of their age. Their personal development, communication and mathematical skills are particularly underdeveloped. By the time they enter Year 1 most pupils are working within the expectations for their age but very few exceed these. In the 2005 tests, Year 2 pupils

reached broadly average standards in reading, writing and mathematics, a good improvement on 2004. Results for Year 6 pupils also rose, although the school failed to reach its suitably challenging targets. Particularly pleasing were the science results where a significant number achieved at the higher level. However, few pupils gained the higher level in English. Progress in this area has been slower than in other subjects but inspection evidence indicates that standards in writing are now rising throughout the school. Results for the current Year 2 and Year 6 pupils are expected to be slightly below those of the previous year. English remains the weakest subject. However, the great majority of pupils have reached or exceeded their predicted levels and, throughout the school, those of different abilities, gender and ethnicity make equally satisfactory progress.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good. This is a more positive judgement than that made by the school. Pupils enjoy coming to school and their attendance is above average, although most mornings see a trickle of latecomers. The strong emphasis placed in the Foundation Stage on developing good relationships bears fruit throughout the school. Pupils collaborate and share resources very well. Even in the nursery pupils are aware of others' needs, as shown by one boy who swiftly produced a damp sheet of paper to soothe a fellow pupil's wasp sting. Pupils work and play together well and they rightly consider that the friendliness of the school is one of its strengths. They behave well and say that teachers help them to understand how they can settle problems themselves when things go wrong. School council members are proud to represent their peers, enjoy helping to raise funds and have sensible ideas about how to make improvements. Pupils of all ages have gained knowledge of a wide range of different cultures through their recent activities based on countries participating in the World Cup. They are aware of hazards, for example, those posed by the Internet, and understand about healthy living. Older pupils feel ready for the move to secondary school and leave the school suitably equipped to benefit from the next stage of their learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory throughout the school. Teachers usually explain new learning clearly and good relationships throughout the school mean that pupils confidently ask for help if they need it. In good lessons, teachers set challenging work with a variety of activities delivered at a lively pace that holds pupils' attention, and caters suitably for their different needs. Good use of the interactive whiteboard actively involves pupils in the lesson so that they are clear what is expected and make good progress. In lessons which are less successful, teachers talk for too long and activities are not always matched carefully enough to the needs of all the

pupils. Consequently, some pupils are not stretched enough and others find their work too hard. Adult helpers are usually used suitably to support those who have learning difficulties and/or disabilities so that they make similar progress to their friends. A consistent and positive feature of lessons, much enjoyed by pupils, is teachers' checking of their confidence and understanding of their own progress through using the 'thumbs up' signal. The school's new assessment system is beginning to provide a good overview of pupils' progress year on year. However, teachers are not yet using this information consistently when planning lessons to pinpoint precisely what individuals need to learn next.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. In Years 1 to 6, it is relevant and builds progressively on pupils' prior skills and knowledge. Satisfactory planning ensures that pupils' literacy and numeracy skills are developed in other subjects, such as history and religious education, but the use of ICT to support learning is patchy, which means that pupils miss opportunities to practise their ICT skills across a range of subjects. Nursery activities cater well for young children's needs and, consequently, they are actively engaged in learning. However, the Reception year curriculum is not matched closely enough to the six areas of learning. Activities are often too formal and do not capitalise on children's ability to learn through play. A rich range of extra activities, including visitors, clubs and a residential visit to North Wales, helps to raise pupils' academic achievement, self-esteem and confidence. Opportunities to learn about keeping safe and healthy are good. However, those to help pupils gain an understanding of financial and economic well-being are less well developed.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory. The headteacher is instrumental in ensuring that pupils feel safe, well cared for and enjoy their time at school. Pupils say that they feel safe, free from bullying and know where to turn to for help because they trust the adults who work with them. Procedures are in place to ensure health and safety and child protection, including safe staff recruitment. Good links with outside agencies and extra activities such as the 'socially speaking programme' provide good support for the most vulnerable pupils. However, the very few pupils for whom English is an additional language receive limited support and their progress is not specifically monitored. Teachers know pupils well and readily help them when they do not understand their work. However, although work is marked regularly, comments do not always guide pupils on what they need to do next. Pupils' academic targets are not sufficiently precise or reviewed regularly enough. Individual education plans for pupils with learning difficulties and/or disabilities have well focused targets that are regularly reviewed.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory. During a period in which there has been some lack of stability in staffing, the relatively new headteacher has led the school competently and ensured that pupils make satisfactory academic progress and develop good personal skills. Through careful analysis of the standards achieved, he has identified areas of weakness and, through the good teamwork of all staff, brought about improvement. English results are still weaker than those for mathematics and science. However, in direct consequence of a purposeful drive for improvement, for the first time this year at both key stages, some pupils have reached the higher level in writing. The school has successfully tackled its long standing budget deficit. ICT resources have improved but financial constraints, together with those posed by the awkward layout of the old building, mean that they are still less plentiful than in most schools. The accommodation also has an impact on provision for pupils in the Nursery and Reception classes because of the underdevelopment of the outdoor areas adjacent to the temporary building. Currently, there is no leadership of the Foundation Stage. This has a negative impact on provision and further developments in this area. Many subject leaders are new and do not yet have a dynamic role in taking forward the areas for which they are responsible. School development planning provides a satisfactory focus for future action, based on evaluation of previous successes, but much still falls on the headteacher's shoulders to move the school forward. Assessment systems have developed rapidly over the past year and are beginning to build up a useful picture of pupils' progress. The school runs smoothly and governors fulfil their role in a satisfactory and supportive manner.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for making us feel so welcome in your school when we visited it recently. Your willingness to talk made it easy for us to find out what it is like to be a pupil at Christ Church. Yours is a satisfactory school and the things that we particularly like about it are:

- you enjoy learning and most of you attend very regularly
- you get on well with each other and behave well
- staff look after you well and help you feel happy at school so that you can concentrate on your learning
- teachers usually explain things clearly and you use the 'thumbs up' sign well to show whether or not you understand what you have been taught
- visits, visitors and extra clubs help bring learning to life for you
- the school works well with other people in the community to give you extra opportunities and support those who need extra help
- your headteacher works hard and staff work well together to bring about improvements.

This is what we have asked your teachers to do next to make the school even better:

- create a leader for the Foundation Stage and make better use of the outdoor area to make sure that the children are taught all the necessary skills in a suitable manner
- use the information that teachers have about your progress to plan work that suits your different needs and guide you about how to improve your work
- help you develop your ICT skills in other subjects.

Your job will be to continue to enjoy learning, attend regularly and arrive on time.