

Christ Church Upper Armley Church of England Voluntary Controlled
Primary School
Inspection report

Unique Reference Number	108004
Local Authority	Leeds
Inspection number	287993
Inspection dates	4–5 July 2007
Reporting inspector	Les Schubeler

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	159
Appropriate authority	The governing body
Chair	Mrs Doreen Armitage
Headteacher	Pat Richards
Date of previous school inspection	30 September 2002
School address	Theaker Lane Leeds West Yorkshire LS12 3NU
Telephone number	0113 2143566
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Christ Church is a smaller than average primary school serving an area of social and economic disadvantage. The proportion of pupils entitled to free school meals is above average, as is the proportion for whom English is an additional language. The school has received the Healthy Schools and Active Sport awards. Over the last year the school has suffered from a high degree of disruption in staffing. At the time of the inspection 50% of the teachers at the school were on supply.

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 is a satisfactory school with good features. It is a caring school where pupils are well looked after. The majority of parents are very supportive of the school. They speak of the 'welcoming and friendly atmosphere', 'the committed and enthusiastic staff' and the school's 'commitment to family values and the close relationships with the children that have made my children thrive in education and enjoy their time at the school'.

Achievement is satisfactory and standards are broadly average. Well-considered initiatives are beginning to have a positive impact in some areas, but difficulties caused by prolonged staff absences mean that progress has not been as rapid as the school would have liked. The school leadership team knows that there is room for improvement and is taking steps to ensure that more challenging targets are set, both for the school and for individual pupils.

Children enter the Foundation Stage with skills and abilities that are below those expected for their age. By the time they leave Reception most children reach standards that match expectations in most areas but are just below expectations in language and mathematical skills. At the end of Year 2 standards are broadly average in reading, writing and mathematics, representing satisfactory achievement. During Key Stage 2 all pupils continue to make satisfactory progress and standards at the end of Year 6 match the national average. Good provision for pupils with learning difficulties and/or disabilities, and for those for who English is an additional language, ensures that they are fully integrated into the life of the school and achieve as well as their peers.

There are some good features of teaching and learning. Classes are well managed and relationships are good. However, the overall quality of teaching and learning is satisfactory rather than good because there are inconsistencies of practice arising from the recent staffing difficulties. This holds back the achievement of some pupils. The school has dealt well with the situation and more rigorous monitoring of teaching is bringing about improvements, but the full impact across the school is inconsistent because of the frequent staffing changes.

Pupils' personal development and well-being are satisfactory overall, although some aspects are good. Their spiritual, moral, social and cultural development is good. In recent years attendance has been below average, but this year the school's rigorous actions and an imaginative range of rewards and incentives have raised the rate of attendance. It is now satisfactory and very close to average. Behaviour is satisfactory. It is usually good in lessons, but outside the classroom some pupils are not always able to manage their own behaviour without help from an adult. Pupils feel safe and believe that they are treated fairly. They understand the importance of a healthy diet and exercise and are proud of the school's Healthy Schools and Active Sport awards. They speak highly of what the school offers. The curriculum is considerably enriched by a good range of extra-curricular activities that contribute well to pupils' personal development and learning. Strong partnerships with others enhance learning. Specialist provision, for example, for music and physical education makes a good contribution to pupils' progress. Parents and pupils are appreciative of the good care and support that pupils receive. Skilled support for pupils with learning difficulties enables them to make satisfactory, and sometimes good progress. Good relationships between home and school support pupils' learning effectively and the school offers successful family learning courses for parents.

Leadership and management are satisfactory. Not enough time has elapsed for the action taken by the school's leadership in important areas to show sustained improvement. However, the

headteacher's strong leadership provides a clear direction for the school. It is the driving force in bringing about changes that are laying the foundations for future improvement. The headteacher shares with the able acting deputy headteacher a resolute commitment to raise standards. Together, they have a secure understanding of the school's strengths and areas for development because of their accurate view of the school's performance. Effective evaluation has led to the identification of areas for development. During the last two years, partly due to involvement in the intensifying support programme, rigorous monitoring and evaluation by the school's leaders have identified weaknesses in the school's provision. Firm action is being taken to address and remedy the problems. Effective action has been taken to secure improvement since the last inspection, most notably in tracking the progress of individual pupils. As a result there is now a clearer focus on how well pupils achieve. Not all measures are yet fully embedded in everyday practice because consistency has been difficult to achieve during a period of turbulence in staffing and the school has been operating with reduced management capacity. Teachers' experience in management roles is limited and as yet they do not play a sufficient role in developing subject areas. Nevertheless, the school's leaders have achieved much by establishing the necessary structures and procedures to put the school on its way to more rapid improvement. Emerging signs of success indicate a satisfactory capacity for further improvement.

What the school should do to improve further

- Accelerate the rate of progress of all pupils.
- Improve the quality of teaching and learning so that it is at least good in all classes.
- Develop the management roles of teachers so that they each make an effective contribution to improving the school's performance.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

In the Foundation Stage children make good progress in their personal and social development, and in their speaking skills, as a result of the school's focus on those areas of the curriculum. Throughout Key Stages 1 and 2 standards are average and the achievement of all pupils, including children learning English as an additional language and those with learning difficulties and/or disabilities, is satisfactory. Key Stage 1 assessments in 2006 showed standards to be broadly average in mathematics, reading and writing, which represented a significant improvement on the results of previous years.

Overall, standards are in line with the national average and this represents satisfactory achievement. Improved teaching and more rigorous assessment procedures, as well as effective targeted support, are contributing to an improvement in the work of the current Key Stage 2 pupils. Although the rate of progress has accelerated, it is not yet fast enough for standards and achievement to be good.

Personal development and well-being

Grade: 3

Personal development and well-being are satisfactory. The daily 'Wake up, Shake up' session is popular and pupils participate enthusiastically in the wide range of physical activities. Pupils make a good contribution to the school and wider communities through the school council and by raising funds to support their chosen charities. They say, 'We are very happy children.' The peer mediation project is successful in helping some pupils develop the skills needed to resolve disputes. Pupils become increasingly mature and responsible, willingly accepting opportunities to become playtime 'Buddies', and act as school or class councillors. They write applications for these posts, gaining useful experience for the world of work.

Quality of provision

Teaching and learning

Grade: 3

The quality of lesson planning has recently improved. Staff usually ensure work is suitably matched to pupils' different levels of ability. Pupils know what they are going to learn, but sometimes lose valuable lesson time writing down the learning objective. Skilled support staff are effectively deployed in most lessons, particularly to support pupils learning English as an additional language and those with learning difficulties and/or disabilities. Occasionally, during whole class sessions, they watch rather than actively move in to provide support when needed. When teaching is good, pupils become enthusiastic learners and work hard, lessons move along at a good pace and progress accelerates. However, this good practice is not yet sufficiently widespread. Pupils know their learning targets, but staff do not always encourage pupils to aim to reach them, or refer to them when marking work.

Curriculum and other activities

Grade: 3

There are good features to the curriculum throughout the school, but it is satisfactory overall rather than good because numeracy, literacy and information and communication technology (ICT) skills are not sufficiently well promoted across all subjects.

Many visits and visitors enhance pupils' learning. A residential visit, for example, to an outdoor activities centre gives pupils opportunities to develop independence and gain an experience beyond the confines of their immediate surroundings. Pupils benefit from visits and talks provided by fire-fighters, police, authors, theatre and art groups as well as visits to different places of worship. The curriculum is further enhanced by the many out-of-hours clubs and by events such as World Book Day, French week and Bollywood week. Attractive wall displays emphasise these links and promote pupils' creativity and literacy at the same time.

Pupils benefit from a good personal, social and health education programme that includes valuable input from visitors, such as sessions which help pupils to consider choices and act responsibly with regard to issues such as drugs.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Pupils say bullying is not a problem so they feel safe, secure and happy at school and are confident staff will help if they have any difficulties. Robust arrangements for safeguarding pupils meet current government requirements.

Academic guidance is satisfactory. Assessment systems track pupils thoroughly and provide a very clear picture of progress so staff know exactly where to direct extra help. However, these systems are relatively new and are not yet used consistently enough across the school to have a real impact on accelerating the rate of progress. Pupils' work is regularly marked but comments do not inform pupils often enough about what they need to do to improve their work.

Leadership and management

Grade: 3

A developing senior leadership team with complementary strengths has worked well together to maintain good staff morale during a difficult period of staffing disruption and to bring about emerging improvements in pupils' achievement.

Careful analysis of the school's performance by the school leaders has resulted in the establishment of a programme of lesson observations which is contributing to improvements in the quality of teaching and learning. However, as the leadership team acknowledges, the full impact across the school is inconsistent. Middle managers, such as subject leaders, are not yet fully involved in contributing to school development.

The committed and well informed governing body demonstrates support for the school and helps the school to ensure satisfactory value for money.

All staff are positive in their determination to speed up the process of change and welcome the good support that is provided by external consultants.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

Inspection of Christ Church Upper Armley Primary School, Leeds,
LS12 3NU

Thank you for the warm welcome you gave to the two inspectors who visited your school recently. We would like to thank you for being so courteous and friendly. We enjoyed talking to you and finding out your views about the school. We spent a lot of time finding out how well you learn, looking at your work and talking to your headteacher and school staff. We decided that Christ Church is a satisfactory school with some good features.

We were able to see that your teachers and teaching assistants care for you and look after you well, keeping you safe and healthy. We know that you are proud of your school and enjoy the many after-school activities. It was pleasing to learn from you that the adults in the school treat you fairly. We think that you behave well in lessons, but some of you could improve your behaviour towards one another when you are in the corridors or the playground. You are making some improvements in your work, but we think that you could do even better.

To help your school to improve further, we have asked your headteacher and the other staff to make improvements in teaching and learning. Your teachers have introduced ways of checking your progress that help you to know better how to improve. We think that if you concentrate on trying to reach the targets that your teachers set for you, and listen carefully to the advice they give you on how to make progress, then the standard of your work will get better.

We are sure that you will carry on enjoying school and continue to build on the improvements that you are making now. Most of all, we hope that you will continue to work hard and help all the staff to make Christ Church an even better school in the future.