

# Christ Church CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	105693
<b>Local Authority</b>	Oldham
<b>Inspection number</b>	308921
<b>Inspection dates</b>	13–14 January 2009
<b>Reporting inspector</b>	Jean Kendall HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	47
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Sydney Clayton
<b>Headteacher</b>	Mrs Susan Callaghan
<b>Date of previous school inspection</b>	25 April 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Delph Road Denshaw Oldham Lancashire OL3 5RY
<b>Telephone number</b>	1457 874554
<b>Fax number</b>	1457 874554

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

Christ Church is a voluntary controlled Church of England primary school situated in a small rural village on the outskirts of Oldham. It is much smaller than average and the 47 pupils on roll are taught in three learning groups during the mornings and two in the afternoons. Pupils are from a range of socio-economic backgrounds and they have varying knowledge and skills when they enter the school. The proportion of pupils entitled to free school meals is below average. Over 60% of pupils are boys. An above average proportion of pupils have learning difficulties and/or disabilities. There are three looked-after children in the school. The percentage of pupils from minority ethnic groups is lower than average and there are no pupils speaking English as an additional language. Mobility is higher than average with a relatively high proportion of pupils joining the school after the usual start time in the Reception class.

The school has a number of awards including Investors in People, Healthy Schools status, Sports Activemark, Silver Artsmark and Bronze Eco Award. It is part of a small schools network and has been involved in a learning network focused on raising standards in writing. The school provides care for 24 children before- and after-school located in the village hall. This provision was inspected in June 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Christ Church, Church of England Primary is a good school where pupils achieve well and develop good personal skills. They make good progress and achieve broadly average standards by the end of Year 6. Strong teamwork by all staff ensures that the school provides a safe and supportive environment where pupils grow in confidence and reach challenging targets. Pupils enjoy coming to school; they feel well cared for and are friendly and encourage each other. As one pupil commented, 'The school is like one big, happy family.'

Key features of the good provision are the personalised curriculum and individualised approach to teaching, which effectively meet pupils' diverse learning needs. Good teaching is underpinned by a much improved approach to assessment and a good pupil progress tracking system. These aspects have been priority areas for improvement since being identified as weaknesses in the last inspection. Assessment is still developing and it is not yet used consistently across the whole school. Nevertheless, pupils have a good understanding of how well they are doing in key aspects of their work such as writing and mathematics and of their personal targets for improvement. They are well supported in moving to the next steps in their knowledge and understanding through good class teaching and effective support. Consequently, they make good progress and achieve well. Vulnerable pupils, including looked-after children and those with learning difficulties and/or disabilities, make particularly good progress because they receive good quality support. Provision for gifted and talented pupils has improved and their learning targets reflect their skills and talents. However, some of the activities provided to help children learn independently in the mixed Reception, Year 1 and Year 2 class do not extend the learning of the more able and older pupils.

The school's own parent questionnaires and discussion with parents during the inspection indicate that parents are highly satisfied with quality of education and leadership of the school. They are particularly appreciative of the high level of individualised support and encouragement for their children and feel they are well prepared for the next phase of their education.

The headteacher, the leadership team and governing body provide a clear sense of direction focused on improving provision and raising pupils' achievement. They have successfully tackled the weaknesses identified in the last inspection and have good capacity to improve the school further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The quality of provision and leadership in the Early Years Foundation Stage (EYFS) are good. The three boys currently in the Reception year clearly enjoy the range of learning opportunities they are given. Their ability to cooperate and their shared joy in a problem solved was clearly illustrated in their building of an impressive pipeline in the outdoor learning area. Children's safety and welfare are promoted well. They develop good personal and social skills due to the varied learning opportunities they experience and good adult role models.

As is the case in the main school, a key factor in the success of the EYFS is the individualised approach to teaching, which takes account of the children's interests, personal development and learning needs. This approach is founded on secure assessment and recording of progress. The EYFS team work well together to moderate and share assessments. Children receive a good balance of directed and self-initiated activity. They benefit from interactions with older children

in the mixed-age class, while having their particular needs met in the indoor and outdoor learning environments, which provide experiences in all six areas of learning.

Children enter the EYFS with varying pre-school experience, knowledge and skills ranging from below to well above expectations for children of their age. Given the small number of children in the EYFS this can have a significant impact on cohort profiles. Individual children generally achieve well and make good progress from their starting points to achieve in line with age expectations or above by the end of the EYFS.

Transition arrangements are good. An advantage of the mixed-age class is the opportunity to continue the EYFS curriculum into Year 1 in a seamless way for those who need it. Transition into Key Stage 2 is also good. Pupils know the teachers well and teachers take time to get to know pupils before they transfer into their new class groups. There are good communication procedures to convey information to parents and parents are able to approach teachers at any time if they have any concerns.

### **What the school should do to improve further**

- Ensure that the activities provided to help children learn independently in the mixed Reception, Year 1 and Year 2 class reinforce and extend the learning of older and the more able pupils.
- Ensure that assessment approaches are used consistently across the whole school, building on the best practice.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement across the whole school is good. Those who are in school from the start of the Reception year make good progress to achieve challenging targets set for them at both Key Stage 1 and Key Stage 2. Overall standards vary year on year due to very small cohorts, high mobility and a high proportion of pupils with learning difficulties and/or disabilities in some year groups. Standards are generally in line with national averages by the end of Year 6. A higher than average percentage of pupils attain the expected Level 4 in standardised tests although a lower than average percentage achieve the higher Level 5. Pupils with learning difficulties and/or disabilities make particularly good progress as they receive good support. The more able pupils are now making at least satisfactory and often good progress to meet challenging individual targets. Achievement in writing is improving with the sustained focus on writing skills and remains a priority for further improvement. Provision for information and communication technology (ICT) is much improved and achievement in this aspect is now good.

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

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils have a good understanding of how to keep healthy and enjoy participating in a range of physical activity. The water dispenser and juice bar run by the school council are well used. Pupils feel safe and well cared for. They have full confidence in staff to deal with any incidents that may occur and report that bullying is unknown in their school. Exclusions are very rare. Their enjoyment of school is evident in their good levels of attendance and full participation in lessons. Pupils generally behave well and are friendly and considerate towards each other. Their sensible approach and responsible behaviour was amply demonstrated in their response to an unplanned fire drill during lunchtime.

However, pupils are less clear about expectations for their behaviour at other times, such as at the start of assembly.

The school council is efficiently run by pupils and provides a good forum through which all pupils can contribute their ideas. Pupils take responsibility as young leaders and buddies and they take an active part in fundraising. Their spiritual, moral, social and cultural development is good. Pupils enjoy taking part in sporting events, competitions and performances with other schools and in the local community. These confidence-building activities, together with good literacy, numeracy and ICT skills, prepare them well for their further education and future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good teaching engages pupils' interest and supports them in making consistently good progress. Teachers know the pupils very well; they adopt a range of teaching styles and plan activities to meet the very wide range of learning needs and ability in each mixed-age class. Good opportunities for problem solving and activities that extend the skills of the most able are provided in the best lessons. The consistently good teaching is underpinned by excellent relationships and thorough assessment based on evaluation of prior learning and understanding. However, there are inconsistencies in the approach to assessment as the school continues to develop its systems; best practice is not yet shared across the whole school.

Teaching assistants make a good contribution to assessment and teaching in each class. They also provide good support for pupils with learning difficulties and/or disabilities through a range of specifically designed programmes. Gifted and talented pupils are identified and their personal learning targets reflect their skills and talents. Improvements in provision are resulting in the more able making generally good progress although some of the most able are not always given sufficient challenge, particularly in whole-class discussions at the end of lessons.

### **Curriculum and other activities**

#### **Grade: 2**

Curriculum provision is good. The school invests considerable effort in adapting National Curriculum schemes and strategies to meet the particular needs of pupils in its mixed-age classes. The school's revised creative curriculum provides broad and meaningful experiences for pupils and meets their specific learning needs well. Pupils enjoy topic work and appreciate being able to choose themes that interest them, such as dinosaurs and castles. There is good provision for literacy, numeracy and ICT and pupils' skills are effectively reinforced through their topic-based work. ICT is used well to enhance teaching and learning. The reorganised Key Stage 1 provision enables pupils in Year 1 and Year 2 to access the EYFS areas of learning. Pupils enjoy the opportunities for independent investigation and exploration but activities do not always build on the skills they are learning through specific direct teaching. All pupils benefit from enrichment opportunities such as visits and visitors to the school and they thoroughly enjoy the increased opportunities for learning through creative and performing arts, Spanish and sports. There is a high take-up of the additional and varied activities provided through the after-school provision.

## Care, guidance and support

### Grade: 2

Care, guidance and support are good. Pastoral care is a strength of the school. Each individual is very well known by all the adults in the school, who work as a team to promote pupils health, safety and well-being. Arrangements for the safeguarding of pupils meet all statutory requirements. Vulnerable pupils including looked-after children and those with learning difficulties and/or disabilities are very well supported and make good progress. The school works well with parents and outside agencies to ensure that pupils' needs are met. Academic guidance has improved since the last inspection. Pupils have a good understanding of how well they are doing in their work. Target setting is well established in writing and mathematics and developing well in ICT. Pupils know their own learning targets and readily apply them to their independent work. Pupils grow in confidence and reach challenging targets in this safe and supportive environment.

## Leadership and management

### Grade: 2

Leadership and management are good. The headteacher and all staff are clearly focused on improving the quality of provision and raising pupils' achievement. School leaders and governors have a good understanding of the school's strengths and areas for improvement. Accurate self-assessment is informed by improved monitoring procedures in which subject coordinators play a key part. They have a good overview of the quality of provision and pupils' progress. The system for tracking pupils' progress has been reviewed and is based on good analysis of pupils' performance in tests and accurate teacher assessments. Teachers and teaching assistants are using the information effectively to set challenging targets for each pupil and provide support for those who are not making expected progress. Governors are well informed and provide good support and challenge to the school's leaders, ensuring the continued drive for further improvement.

The school is highly inclusive, catering well for the above average proportion of pupils with learning difficulties and/or disabilities. It has very good induction procedures for the relatively high number of pupils who join the school after the usual start time. Equality of opportunity and elimination of discrimination are integral to all aspects of provision. Staff are fully committed to removing barriers to learning and celebrating the achievements of all pupils. The school works well with outside agencies to ensure the safety and well-being of pupils. It promotes community cohesion well through a range of community-based events, activities and performances and is very much a part of the village life. Although space is at a premium, the school makes good use of the resources it has, including the new ICT equipment. Governors manage the limited budget well and the school provides good value for money.

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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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, Church of England Primary School, Oldham, OL3 5RY

Thank you for your friendly welcome and enthusiastic response to my questions when I inspected your school recently. I really enjoyed the two days I was with you.

I judged your school to be good.

It is clear that you enjoy school and feel safe and well supported. I think all the adults at your school work very hard to help you grow in confidence and achieve well. You do your part too, by being friendly and encouraging each other. As one of you said, your school 'is like a big happy family'. Your behaviour is generally good and I was impressed by your sensible approach when the fire alarm unexpectedly went off.

Your teachers put a lot of effort into making learning interesting and relevant for you. They take care to assess your understanding and your learning needs to make sure you make good progress. I was pleased to see that you know your own personal learning targets and can apply them to your independent work. Well done! You can be proud of the good standards you achieve. Your literacy, mathematics and ICT skills are good. Keep up the good work.

I have asked your teachers to address two areas to make the school even better. These are:

- ensure that activities in the Reception, Year 1 and Year 2 class help the older children to learn new skills and challenge their thinking
- ensure that you get good marking and guidance to improve your work across the whole-school.

I wish you every success in the future.