

# Christ Church CE Primary School, Newcastle

## Inspection report

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<b>Unique Reference Number</b>	108493
<b>Local Authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	309706
<b>Inspection dates</b>	15–16 January 2008
<b>Reporting inspector</b>	Moira Fitzpatrick

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	102
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lynda Wadge
<b>Headteacher</b>	Mrs Sandra Furno
<b>Date of previous school inspection</b>	1 September 2006
<b>School address</b>	Shieldfield Green Newcastle upon Tyne Tyne and Wear NE2 1XA
<b>Telephone number</b>	0191 2328054
<b>Fax number</b>	0191 2331828

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a smaller-than-average school in an area of significant social and economic disadvantage. There is a diverse ethnic mix, with 17 different languages represented in the school. Just over half the pupils are White British; the rest of the pupils are from a range of minority ethnic groups. A small number are refugees. The proportion of pupils who speak English as an additional language is very high, with about a quarter who are at an early stage of learning English. The proportion of pupils eligible for free school meals is very high; so, too, is the percentage of pupils who have learning difficulties and/or disabilities. The proportion of pupils with a statement of special educational need is about average. There is a high turnover of pupils, with many pupils leaving and joining the school throughout the year. The headteacher took up her post in January 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. The school has made good improvement since the last inspection and its effectiveness is now satisfactory. Pupils' achievement is adequate and, although standards are significantly below average, this is because of the high proportion of pupils who have learning difficulties and/or disabilities or who have language barriers to their learning. Pupils' progress in writing is not as good as in mathematics and science, because pupils do not have enough opportunity to practise writing at length. Year 6 and Year 2 pupils are on course to meet the targets set for them in national tests this summer and some are set to exceed them.

All pupils are learning at a better rate than at the time of the inspection in 2006. This is because of the improvements to teaching, which is now satisfactory overall, but includes some good and some outstanding features. Teachers now make very good use of regular assessments of pupils' learning to set work that matches the majority of pupils' abilities and captures their interest. Pupils are much more independent and are confident about assessing how well they are doing and what they need to do to improve. Learning for pupils with learning difficulties and/or disabilities and pupils who are at an early stage of learning English has improved, because those needing intensive support are now taught in small groups. For these pupils the quality of academic guidance is not as good as it needs to be. The assessment of their learning is not precise enough. It does not ensure that tasks are exactly matched to their needs and this slows their progress. The school has developed the curriculum well this year so that it is now good, except in the Foundation Stage where, although it is improving well, some aspects need further development.

Pupils' personal development is good and their attitudes to learning are excellent. They work hard, behave well and show consideration for each other. They have a good understanding of what constitutes a healthy lifestyle, and they are well prepared for the next stage of learning because of their confidence to tackle new challenges. Parents and carers praise the school for the way it cares for their children and rightly so. The quality of pupils' personal guidance and support is outstanding because staff are dedicated to removing barriers to pupils' learning and well-being. They set an excellent example of care and concern and take all problems seriously. Pupils have absolute confidence that adults will sort out any difficulties they have.

Leadership and management are good. The school has improved rapidly on many fronts under the excellent leadership of the headteacher. Both staff and governors have contributed to improvement and they share a good understanding of what more the school needs to do to get even better. The capacity for further improvement is good. In the last year, the local authority has provided much well-targeted training and support for the school, which has had a good impact. Their close partnership with the school has been a significant factor in the school's good improvement in the last year.

## Effectiveness of the Foundation Stage

### Grade: 3

Children start in the Nursery with skills that are significantly below what is typical for their age. They make satisfactory progress but just over half attain the standards expected for their age by the end of the Reception year. Children feel safe and secure in school because they are very

well cared for by adults who are vigilant about their well-being. There have been improvements to the curriculum this year. For example, there is greater attention to the teaching of letter sounds and the promotion of children's independence. Despite this, children are not developing some key skills as quickly as they could because they do not have enough opportunities for writing, calculating or making choices and directing their own activities. This results in weaknesses in writing, mathematical calculation and pupils' social development. This hinders the children's progress when they join Year 1. There is satisfactory management of the Foundation Stage. Good support and training from the local authority have paved the way for the improvements made by staff in the last year.

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

- Raise standards and improve achievement overall, but particularly in writing by increasing opportunities for pupils for extended writing.
- Improve the curriculum for children in the Foundation Stage.
- Improve the assessment of learning for pupils receiving intensive support so the tasks are more closely matched to their needs and they make better progress.

A small proportion of 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**

Pupils' achievement is satisfactory, although standards are significantly below average. This is mainly because of the high proportion of pupils in each class who have learning difficulties and/or disabilities, or are at an early stage of learning English. It is also partly due to gaps in the pupils' learning as the result of slow progress in the past. Work done by pupils last term, and the school's records of pupils' learning, indicates that standards are rising. This is the case in reading, mathematics and science across the school, and in writing in Years 1 and 2.

Standards in national assessments for pupils in Year 2 in 2007 were significantly below average overall. Although girls' results were broadly average, boys' results were very low because of the high proportion with learning difficulties and/or disabilities. Results at the end of Year 2 have shown an upward trend in the last three years and this continues in the current Year 2, where pupils are making good progress in reading and writing, and satisfactory progress in mathematics. These pupils are on course to exceed their targets.

National test results in 2007 were also significantly below average for Year 6 pupils, with just over half the group reaching the expected level for their age in English and mathematics. Results in science were better, with all but one reaching the expected level. School records show that these pupils had made satisfactory progress from the end of Year 2 in mathematics and science but not in English. School assessment records and work in pupils' books indicate that pupils now in Year 6 are on course to meet, and in some cases exceed, the targets set for them. Despite this, standards are likely to remain significantly below average because of the high proportion of pupils with learning difficulties and/or disabilities in this year group.

## Personal development and well-being

### Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good and they enjoy a strong sense of safety and well-being in school. They form good relationships with each other and adults and show care and consideration for everyone. Because they are happy in school, their confidence grows and they freely express ideas and opinions about how the school should improve, secure in knowing that their views will be listened to. They welcome the many opportunities they have to help the school run smoothly and are rightly proud of their fundraising for those less fortunate than themselves. They show excellent attitudes to learning and this is reflected in their prompt settling to work in lessons and their good behaviour at all times. Attendance has improved very well this year and is now above average. Pupils have a good understanding of how to stay healthy and of the importance of taking plenty of exercise. They are well prepared for the future with good personal qualities and confidence in their ability to master new learning, though a number still need to improve their basic skills.

## Quality of provision

### Teaching and learning

#### Grade: 3

There has been rapid improvement to provision for learning in the last year. The quality of teaching now ranges from satisfactory to outstanding. Where teaching is of the highest quality, pupils make good progress in reducing the gaps in their learning and overcoming the complex barriers to learning that many have experienced.

In other classes, teachers make very good use of assessment information to plan a good match of work to pupils' abilities. This ensures that pupils begin tasks promptly and are able to work independently. Pupils receive regular feedback on how to improve, which accelerates their progress and gives them the confidence to tackle new challenges. They are involved in assessing their own and others' work and have a good understanding of how to spot weaknesses. Teaching assistants make a good contribution to pupils' learning because they are well trained and have been well prepared for their tasks by teachers' thorough planning and clear expectations. Teachers' enthusiasm for learning is a key factor in the enjoyment that pupils demonstrate in their lessons. Improvements to provision for the many pupils with English as an additional language and those who have learning difficulties and/or disabilities are now providing these pupils with a more appropriate curriculum, although the day-to-day assessment of learning for the small number who are withdrawn from class is not precise enough and these pupils make only satisfactory progress.

## Curriculum and other activities

### Grade: 2

The curriculum has been revised in the last year to take more account of pupils' interests and cultural backgrounds. It is now a powerful motivating force in pupils' learning. Year 6 pupils spoke with genuine enthusiasm and excitement about their work last term on the rainforest. It was evident from their comments that their learning experiences are memorable and well planned to allow them to pursue their particular interests. Teachers' planning for literacy and numeracy is good; it ensures that the wide range of needs in each class are met as well as taking

account of gaps in pupils' previous learning. However, not enough regular opportunities to extend writing skills are provided and this is a weakness. The programme for personal, social and health education is comprehensive, ensuring that pupils have a good understanding of healthy lifestyles, relationships and how to stay safe. There is a good range of out-of-school clubs, at lunchtime and after school. The school has responded to the low uptake of these by girls with 'girls only' clubs to ensure all pupils develop special interests and talents.

## **Care, guidance and support**

### **Grade: 2**

The quality of personal support is excellent but academic guidance could be improved for some pupils. All pupils are well known to staff, who give unstintingly of their time to ensure pupils feel safe and happy in school. Teachers make very strong, practical links with parents and carers to ensure that pupils are helped to succeed. This effective partnership gives pupils a sense of security and promotes their confidence and self-esteem well. All health, safety and safeguarding procedures are in place.

The headteacher's rigorous drive to raise standards has resulted in very good development to teachers' assessment of pupils' learning. Teachers now have an accurate knowledge of what the vast majority of pupils know and need to learn next. They have taught pupils to assess their own work so that they have a clear idea of what they can do well and what they need to improve. This has improved pupils' enthusiasm for learning and their confidence to tackle work independently. A small number of pupils who have learning difficulties and/or disabilities, or English as an additional language are withdrawn from their classes for intensive support. These pupils do not have their learning assessed frequently or precisely enough. The school has identified this as a priority for this term.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher's excellent analysis of the school's performance, and her exceptional expertise in guiding and mentoring staff have brought about very good improvements. There has been a rapid increase in pupils' standards, especially in reading, mathematics and science, and to the quality of provision. A strong staff team has been created, which is dedicated to raising pupils' standards and their enjoyment of learning. Senior leaders with subject responsibility have made a significant contribution to these improvements and have won the full support of colleagues to the many developments they have implemented. School evaluation is accurate and detailed and senior leaders are astute in determining the most important priorities. All staff work hard to meet the high expectations of the headteacher. They are involved in identifying areas for improvement and are quickly developing leadership and management skills. Staff have willingly undertaken much professional development in the past year to ensure they were able to meet the challenges of improving the school. Governance is satisfactory. Governors have developed their role since the last inspection and are gathering first-hand knowledge of its work through monitoring visits. They have a better awareness of the school's strengths and weaknesses so are better able to hold the school to account.

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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?	3
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 effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	4
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?	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
How well 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

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?	2
How well are learners cared for, guided and supported?	2

<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.

## Annex A

**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 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

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

17 January 2008

Dear Pupils

Inspection of Christ Church CE Primary School, Newcastle upon Tyne,

NE2 1XA

Thank you all for helping me enjoy my recent visit to your school. It was great to see how well you, your headteacher and teachers have improved the school since the last inspection. Congratulations! Your school is now satisfactory, thanks to lots of hard work all round. You are now learning at a quicker rate, you know how to improve your work and enjoy working on your own to succeed. Your teachers now have a better idea of what you need to learn next and they have worked hard to make your learning interesting to you.

Your good behaviour does you credit and it certainly creates a happy, safe feeling in your school. One of the things that struck me most during my visit was the way you enjoy your learning but always think about the people around you, too, in case they need help. You told me you are really well looked after in school and that adults always have time to listen to any problems you have. I agree and think that the adults set you a very good example which you follow.

While most of you are good at sharing and doing things on your own, some of the children in the Nursery and Reception class need to develop these skills a bit more. That is one area the school will concentrate on in the future. I have asked teachers to find ways to improve your writing by giving you more practice at writing on your own. I have also asked the school to give more help to those of you who go out of class for some lessons. I'm sure that you will all tackle any challenges you have in school in the future and that you will continue to help your school to improve.

Finally, there are some things about your school now that are better than satisfactory or good - they are excellent. These are your enthusiasm for learning and the care all adults in the school show you. To have achieved all that you have since the last inspection is really good. Well done all of you.

All good wishes for the future.

Yours sincerely

Moira Fitzpatrick

Lead inspector